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JOURNAL

CALIFORNIA TEACHERS ASSOCIATION

157⁵ MAY • 1961

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1705 Murchison Drive
Burlingame, California



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California Teachers Association

Contents for May, 1961

VOLUME 57, NUMBER 5

That "ol' swimmin' hole" on the cover of this issue will produce a twinge of nostalgia—at least among the older male readers. The theme is appropriate to approaching summer—and the article on recreation which you will find on page 10. We chose the swimming idea because California's new "Public Outdoor Recreation Plan" lists this as the recreation having greatest participation.

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HOW CLOSE ARE WE TO TEACHING MACHINES IN THE CLASSROOM?

A Special Report on TMI-GROLIER Programmed Courses,
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CTA BOARD OF DIRECTORS for 1961: (left to right, front row) John H. Palmer, president for 1960-61; Mrs. Sarah Carter, newly elected president for 1961-62; Fred J. Clark, new member from Bay Section; Mrs. Mary Stewart Rhodes, past president; (standing) Charles Herbst, Norman Hass, Ben Kellner, and Judson Taylor. The only absent board member is Jack Robinson, who was elected vice president.

STATE COUNCIL OF EDUCATION

Out-of-State Service Credit "Opposed in Principle" by CTA Governing Body

CCLIMAXING a two-hour debate, the State Council of Education at its annual meeting at Asilomar, Pacific Grove, April 8, "opposed the principle" of granting additional retirement credit for out-of-state teaching service. The third and final written ballot showed 268 to 120.

Discussion began after Mrs. Sarah Carter, chairman, reported the deliberations of the special 12-member commit-

tee appointed by the board of directors on direction of the Council at its December 1960 meeting. The committee's report called attention to the fact that the Council had "neither accepted nor rejected in principle" the idea of granting additional retirement credit for out-of-state service.

Mrs. Corrinne Hancock, La Mesa, said that the Retirement committee had approved a motion by a vote of 31 to 13 which she then laid before the Council. It read:

CTA Journal, May 1961

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"That the matter of the principle of granting out-of-state credit for retirement be submitted to all the members of CTA who are members of STRS for voting either for or against this principle and that arguments pro and con be placed in the *CTA Journal* or be made available in any other acceptable manner to all members."

During extended debate which followed, Dr. Edwin Staley, CAHPER executive secretary, offered a substitute motion, on grounds that CTA's governing body should accept its responsibility to decide "that the Council approve the principle of granting credit for out-of-state service toward retirement." His motion lost, 255 no to 104 yes.

More discussion followed. Then Mrs. Mary Rhodes, CTA past-president, offered a motion "that the Council decide the ARCOSS principle." The motion passed, 220 yes to 142 no.

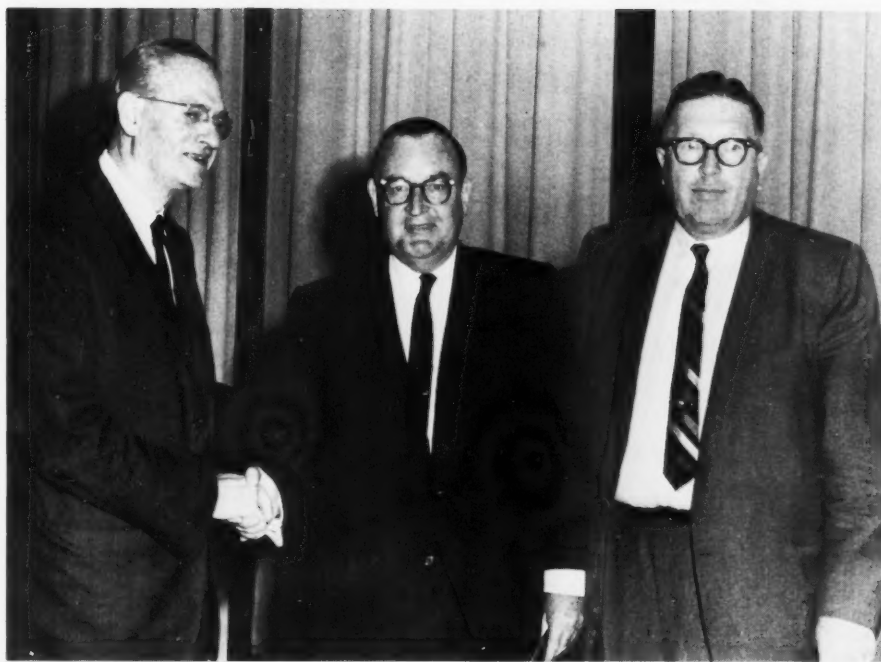
To further the declared will of the Council to decide the issue, Mrs. Rhodes then moved that the body "favor the principle of granting out-of-state credit." This motion was declared out of order by the parliamentarian on grounds that it was substantively identical to the previously-defeated motion.

The motion was then restated negatively to be worded: "that the State Council *oppose* the principle of granting out-of-state credit for retirement service." It was explained that a yes vote meant "opposed in principle" and a no vote meant "supporting in principle." The third and final written ballot closed the issue: 268 yes and 120 no.



HELEN VON GARDEN, CTA board member since 1955, retired from the Council, announcing that she expected to leave teaching soon.

CTA Journal, May 1961



GOVERNOR EDMUND G. BROWN, center, is congratulated by CTA Executive Secretary Arthur F. Corey after the Governor delivered a major address at the April 8 State Council meeting. President John Palmer is at right. Devlin photo.

MRS. SARAH CARTER NAMED PRESIDENT

The Council received Section nominations for membership on the board of directors: Ben Kellner, Bakersfield, Central Section, for reelection to a third three-year term; Charles Herbst, Los Angeles, Southern Section, for reelection to a second three-year term. Fred J. Clark, Stockton junior college science teacher and new chairman of the Financing Public Education committee, was nominated by the Bay Section to succeed Mrs. Helen Von Garden, retiring. The three nominees were duly elected and the board held its first meeting during the noon recess Saturday.

Mrs. Sarah Carter, Eureka high school teacher of English and member of the board since 1956, was elected president for 1961-62, the second woman to receive this honor. She has served as president of her local chapter and North Coast Section, is a former chairman of the CTA advisory panel on public relations and the Moral and Spiritual Values committee, as well as other professional responsibilities.

Jack Robinson, Paramount unified district superintendent and board member since 1959, was elected vice president.

Mrs. Von Garden, St. Helena elementary school teacher, had completed her second term on the board, having been originally elected in April 1955.

Expecting to announce her retirement from teaching shortly, she had declined to be a candidate for a third term. President of the Bay Section in 1952, she had long been active in CTA and had served as chairman of the International Relations committee of the State Council. A special Certificate of Appreciation was presented to her by President Palmer on behalf of the Council.

GOVERNOR BROWN IS SPEAKER

Governor Edmund G. Brown is the only governor of California—in the memory of the oldest State Council member—to address the Council at its annual meeting. His 40-minute speech at the Saturday morning general session demonstrated a broad understanding of the needs of education and of the state's responsibility toward the schools. He expressed a high regard for the leadership of Arthur F. Corey and for the general objectives of CTA.

"We must not hold the schools responsible for all the wrongs and weaknesses of the nation since Sputnik; we must not assign to the schools the object of our fears," he cautioned.

The governor then described some of the state's problems in carrying its heavy financial responsibilities: "A one and seven tenths billion dollar budget, 70 per cent of which is for education—more than the total budget of 43 states."

Enrollment predictions for higher education, the governor pointed out, in-



SARAH CARTER of Eureka was named the second woman in CTA history to hold the office of president.

dicating 450,000 students by 1970, duplicating the capacity of our present great system. Expansion of facilities of the University and the state colleges will be a heavy burden. The governor also urged that at least \$250 more be spent per year for the education of each gifted child and that there be substantial increases in budget for the emotionally handicapped.

He added that national responsibility for education "has long been lacking" and indicated that future school costs cannot be met without federal help.

EXECUTIVE SECRETARY'S REPORT

Instead of his usual summary of Association program and policies, Executive Secretary Arthur F. Corey delivered an inspirational address, "The Grand Prerogative of Mind" or "Why Be Stupid?" He traced society's insistent demand for highly educated men, not necessarily technicians, and pointed out that educators applaud higher educational standards for the schools.

"We cannot afford the luxury of stupidity . . . we must adjust or perish . . . the stupid shall not inherit the earth," he concluded.

SCTA DUES INCREASED

A motion made at the December Council meeting to amend the bylaws of the Association was passed at the

April meeting, providing that the annual dues of the Student California Teachers Association shall be increased from \$1 to \$3.

FREDA WALKER NOMINATED

Herb Winterstein, president of Northern Section, nominated Mrs. Freda K. Walker for the office of state NEA director. The Council concurred and her nomination will be tantamount to election at the NEA convention this summer. Mrs. Walker, chairman of the math department at Orland high school, is a past-president of Glenn County Teachers Association and of Northern Section. She has been an active leader of the Classroom Teachers Department for many years, has been a delegate to the last six NEA conventions, and was named "Teacher of the Year" by the Orland Improvement Club last year.

BLANCHARD CAMPAIGN STARTS

The NEA Relations commission, joined later by the statewide campaign committee, met Thursday evening before the opening Council session. Campaign publications and materials were discussed and a budget was set up to get Hazel Blanchard elected NEA president-elect at the Atlantic City convention in June. The Council, which had previously endorsed the Fresno principal's candidacy, gave additional backing to a plea for local association contributions to a proposed \$8000 fund to cover the drive for California's first NEA president in 40 years.

ACCREDITATION PLAN TABLED

"Accreditation of schools," a statement prepared by the CTA Educational Policy Commission, was temporarily set

aside pending outcome of current legislative effort in this field. The Council was informed that this policy statement, as well as one on "The Use of Tests in Schools," should be ready for Council action at the next meeting. The latter draft was distributed with a request for membership study and comment.

FACULTY-ADMINISTRATION RELATIONS

CTA's Higher Education Commission submitted—and the Council adopted—a policy statement entitled "Faculty-Administration Relations in California Higher Education." The statement is printed in full on page 8 of this issue.

NEA CONVENTION PREPARATION

Melvin L. Keller, chairman of the NEA Relations commission, announced that delegates to the NEA convention in Atlantic City June 25 to July 1 will hold orientation meetings during May. Times and places are: Bay, Central Coast, and North Coast Sections, CTA headquarters in Burlingame, May 27; Central Section, College of the Sequoias, Visalia, May 20; Northern Section, Chico, May 13; Southern Section, CTA-SS headquarters, Los Angeles, May 19. Delegate handbooks have been printed and distributed to the nearly 500 delegates expected to attend.

PERSONNEL STANDARDS

The CTA Personnel Standards commission, in a report filed with the Council, described a joint CTA-CASA-CSBA assignment and competence case now reaching a satisfactory conclusion. Legislative matters now being studied by the commission include: (1) Study of practicability of a proposal to require



FAR INTO THE NIGHT a crew of state staff employees worked to produce 500 copies of a large bound book of mimeographed committee and commission reports for State Council's Saturday morning session. Left to right, Walter Maxwell, assistant executive secretary, urges a pause for refreshment on Helen Johnson, secretary to Dr. Corey, and Yvonne Feldman of the Public Relations staff. Grayce Murray, supervisor of Office Services, looks on while Mae Koga types stencils for Dr. Charles Hamilton's teacher education report. Devlin photos.

all districts to adopt written personnel policies (2) Study of feasibility of requiring districts to use an Expert Panel in all cases involving incompetence, unprofessional conduct, or unfitness to teach before taking dismissal action into Superior Court (3) Recommendations for revision of Education Code Sections 12955-6-8 of the Dilworth Act.

TEACHER EDUCATION

Advised that AB 1772 (Bee), which embodies CTA philosophy on teacher credentials, might be superseded by SB 57 (Fisher) in the final tally of legislators, the Teacher Education committee urged that CTA legislative advocates seek to implement the CTA position as far as possible. To that end—and at the request of the executive secretary—the Council authorized Chairman Russel Hadwiger to name a five-member committee to assist advocates in reaching acceptable compromise. Mr. Hadwiger named himself and Lois Miller, Jean Pogue, Dr. James Stone, and Dr. Patrick J. Ryan.

Legislative positions adopted by the Council on teacher education issues included: support SB 860, validating service under a lapsed credential; oppose AB 1993, providing a junior college credential for a Ph. D. degree; oppose SB 1020, eliminating credentials for junior college teachers and administrators; support AB 2471, classifying certain educational positions as certificated personnel; oppose AB 1013, proposing limited credentials for service in state agency schools.

RETIREMENT

By action of the Council, on recommendation of the Retirement committee, CTA position was set on the following bills:

APPROVE: AB 442 (with respect to retirement principles), employment of non-credentialed teaching assistants; AB 987 and 988, STRS technical bills; AB 1346, changes procedures for re-depositing withdrawn contributions, amended to protect death benefits; AB 1988, speeds payment of accrued retirement allowances to beneficiaries; AB 1989, eliminates approval of Department of Finance for investment of retirement funds; SB 541, makes interest payable on contributions for military service; SB 745, reinstates retirement rights inadvertently lost in revision of 1956 law; SB 1116, prevents double survivor benefits.

OPPOSE AB 883, gives state treas-

urer responsibility for purchase of securities for retirement investment board; AB 985, divides STRS into school districts for coverage under social security; AB 1254, changes effective date of option elections; AB 1298, makes survivor benefits retroactive; AB 2437, reinstates out-of-state service credit for those who re-entered STRS after July 1, 1944, and redeposited contributions; AB 476, grants retirement credit for military service prior to teaching service; ACA 45-50, authorizes investment of retirement funds in corporate common and preferred stocks.

SALARY SCHEDULES AND TRENDS

A statement on "Principles of Professional Negotiation," referred by CTA-SS after initiation by NEA, was recommended by the Salary Schedules and Trends committee and adopted by Council. The seven-paragraph statement, to be submitted to the NEA Delegate Assembly in June, will be reported in the September *Journal*.

Three legislative issues were submitted to Council by Chairman Harold Teter and all were adopted for support: SB 572 (merit increase during leave of absence), AB 1786 (assignment of foundation program to salaries), and SCA 17 (proposed constitutional amendment calling for election of county superintendents by county boards and fixing of salaries by boards). AB 2075 was also supported, calling for salary increases for state college personnel; also sponsored amendments regarding summer session employment and laboratory school teachers at state colleges.

PROFESSIONAL RIGHTS AND RESPONSIBILITIES

A policy statement on open circuit television (printed in full on page 17 of this issue) was written and presented by the Professional Rights and Responsibilities committee and adopted by the Council.

Legislative bills AB 531 and AB 2069 will be opposed by CTA on recommendation of this committee and action of the Council.

TENURE

Harvey Kirilan, reporting for the Tenure committee, asked that amendment be sought to AB 2238, referring to the granting of tenure to administrators with four-year contracts. He also recommended opposition to AB 1709. Council concurred.

Turn to page 30



CHAIRMAN HERBST presides over late-working Legislative committee.



PROFESSIONAL Rights and responsibilities committee prepares policy statement.



INTERNATIONAL RELATIONS group has a crowded work session Friday.



RUSSEL HADWIGER makes a point with Teacher Education committee.



YOUTH ACTIVITIES committee gets ready for busy study-work period.

FACULTY-ADMINISTRATION RELATIONS IN CALIFORNIA HIGHER EDUCATION

(Policy statement adopted by the State Council of Education, April 8, 1961)

Democratic Principles There is need for clear affirmation of democratic principles basic to good faculty-administration relations in all four segments of California higher education. Such basic principles should deal with relations among administrators, faculty, boards of control, legislators, the student bodies, and the public generally. Once formulated, these principles should serve as a general framework within which each of these groups can fulfill at least minimum obligations to themselves and to one another.

The rapidly increasing size of higher educational institutions and the multiplicity and intricacy of their educational, budgetary, personnel, and operational problems today demand a maximum use of all human resources if progress and quality are to be maintained.

The seeming "efficiency" of autocratic or paternalistic management of collegiate institutions is illusory when dealing with a professional staff having a high degree of preparation and capacity for planning and self-direction. Failure to utilize such personnel in all areas of planning is wasteful, undermines morale and minimizes acceptance and application of whatever plans are handed down from administrative authority.

The operation of a junior college, college or university community as an institution of higher education is the shared responsibility of the public, the legislature, the board of control, the administrative faculty, the teaching and research faculty, and the student body.

It is expected that as each such institution develops maturity, the many spheres of shared, mutual responsibility and interaction between faculty and administration will become more clearly defined. Certainly conditions of work, teaching and research policy, budgeting, matters relating to academic and administrative personnel, should engage the attention and employ the best resources of the whole staff. Neither faculty nor administration should dominate the deliberations concerning these issues. As policies on the method of handling the details of each of these and other areas become more clearly evolved in each institution, they should

be defined and set forth in writing and periodically reviewed.

As evidence of his capacity for such cooperative democratic action, each administrator and faculty member should make his own professional life one of continuous growth and maintain membership in professional organizations. Working individually and through those organizations, he should assume responsibility to improve the quality of his own and his institution's services to student and public.

Areas of Faculty-Administration Shared Responsibility In view of the responsibilities shared by the faculty and administration, the California Teachers Association believes that—

1. The faculty should participate in determining membership of institutional committees and councils, realizing that effective committee participation demands competency and expenditure of time and energy.
2. The administration should encourage faculty participation on committees which advise with the executive officers concerning budget.
3. The faculty should have the responsibility of examining and reacting to all proposals for changes in the instructional program.
4. The faculty should participate in the review of qualifications of proposed faculty members and administrative staff, the establishment of criteria for promotion, the review of available data pertinent to a pending dismissal.
5. Such matters as scheduling, room assignments, summer and evening classes, load, released time, and sabbatical leave may also be areas for faculty committee study and recommendation.
6. The faculty should be able to place before the institution's governing board, through proper administrative channels, faculty views and recommendations on all matters pertaining to the efficient operation of the institution.

The achievement of machinery which facilitates optimum use of the joint resources of faculty and administration is a complex and demanding process which must be adapted to each local situation. The system itself should be developed over time through broad cooperation and should be steadily subject to review.

Academic Freedom The Association believes that faculty members, including both administrative and instructional personnel, should conduct themselves as responsible members of society and of their profession. They have a further duty to preserve, support and defend an atmosphere of academic freedom.

The meaning of academic freedom in higher education is extremely complex, having developed over a period of more than a thousand years. It is of utmost importance for effective faculty-administration relations that both faculty and administration be acquainted with the principles of academic freedom as developed in higher education, and that each institution develop clear policy as to the implications of these principles for all phases of professional and personal life of both administrative and teaching staff.

Need for Action The Association commends those institutions where problems and policies have already been made matters of mutual faculty-administration deliberation and action, and urges other institutions, through mutual action, to make a prompt and vigorous effort to establish such processes. Such effort seems to demand statewide interchange of ideas among faculty and administration.

A comparative study of the forms and types of faculty participation to be found in California and elsewhere should be helpful in designing patterns of operation likely to facilitate maximum utilization of faculty resources. The Association urges careful study of this problem and pledges its assistance wherever possible.



ARTHUR F. COREY
CTA Executive Secretary

The Grand Prerogative of Mind

THERE ARE FEW teachers who do not find their richest professional reward in the accomplishments of the occasional student who is not only brilliant but highly motivated. Intellectual standards in the school cannot be elevated by fiat. The attitudes which young people exhibit toward intellectual achievement are largely determined by the character of the total society of which they are a part. When a high school student senses in his elders little respect and low value rating for scholarship, he will not be motivated to accept the necessity for many hours of homework in order to achieve intellectual competence. When a dedicated teacher tries to inspire such a student, the response is often, "Well, what does it get you? How much do *you* make?"

Fortunately, there are always a few who, without outside pressure, find within themselves the insatiable intellectual curiosity which produces scholarship. This is the group upon which society has always depended for its progress. Unfortunately, great leaders of thought are exceptions. The magnitude of today's pressing problems is too great to depend upon the relatively few who, against all odds, are determined to study and think. Young people can not be expected to be better, wiser, or more highly motivated than their elders.

Passage along the paths which have generally been accepted as producing the educated man is no guarantee of intellectual competence; the Ph. D. degree is no guarantee. The so-called "good old days" in education did not produce the essential and imperative complement of intellect which we must have in our society.

Subject matter mastery, essential as it is, takes importance beside another important element—and this is the manner in which it is taught. The methods used in teaching young people, as well as knowledge of fact, makes the difference between training and learning, between the technician and the intellectual. We are now being told that method makes no difference. I say that method is both important and necessary.

We must adjust or perish. If we are to adjust, it will not be by what are called "the good old methods." To think is not merely to sit and ponder. To think is to study, to define alternatives, to weigh evidence, and to reach conclusions. To do this on issues which really matter is the grand prerogative of mind. This is our urgent challenge: the stupid shall not inherit the earth.

A.F.C.

*This message is a portion of
the speech delivered by Dr.
Corey to the State Council of
Education April 8.*

When school is out..... RECREATION is in!

Partnership of education and recreation sealed in improved cooperative programs.

By Ted Gordon



OUTDOOR EDUCATION programs, sponsored by many school districts in California, provide opportunities to teach and practice democracy. In this photo, sixth graders from Mound School District, Ventura, take part in the daily flag raising ceremony. Such camps offer not only recreational activities but educational programs as well. VENTURA SCHOOLS PHOTO

E DUCATION does not stop at the school bell's afternoon ring, for when school's out, recreation's in! And when recreation's in, education goes on! Such is the growing awareness of thousands of teachers and administrators throughout the country and, emphatically, in California.

To the question "Where can youngsters go during after-school hours, weekends, holidays, vacations to have fun and learn at the same time?" the answer of those familiar with the concept of school-connected recreation is "Right back to school."

For the modern school-connected recreation program, as part of the total curriculum, includes activities in music, drama, art, crafts, science, literature, athletics, outdoor education; activities after school, weekends, holidays, vacations, evenings, summers; activities for all ages; activities for those in school as well as those out of school.

In California, as the recent California Public Outdoor Recreation Plan revealed, over 300 school districts already participate in support of organized programs of recreation; of this number about 50 school districts administer the community and school recreation programs directly, using school funds.

The Los Angeles City Schools, through its Youth Services Section (Dr. John L. Merkley, supervisor in charge), sponsors a program at about 500 schools with over 2000 personnel, mostly teachers, working part-time, especially during the summers, and with over 10,000,000 annual "attendance units."

Recreation wins nomination as candidate for an additional "R" in the curriculum by virtue of the impact of "The Roles of Public Education in Recreation. A Framework for Recreation Services Provided by California Public School Districts." Issued last year as a joint project of the California Association for Health, Physical Education and Recreation (a CTA affiliate) and the California State Department of Education, the publication has given nationwide status and stature to "education via recreation."

Published by CAHPER, the brochures have been distributed nation-wide to leaders in the triple fields; to state departments of education; to city, county, and district recreation agencies; to colleges and universities. The National Congress of Parents and Teachers, for example, has ordered

Dr. Gordon is a supervisor in the Youth Services section of Los Angeles City Schools and president-elect of CAHPER Southern district. A frequent Journal contributor, he is also author of "Tricks of the Trade" and "Treasury of Teaching Techniques," CTA-SS publications. He served on the editing committee for the "Roles" described above.



SUMMER MUSIC WORKSHOPS have been increasingly important in many districts. Here the woodwind section of the San Leandro unified school district gets some special instruction from Teacher Ben Herring. In several parts of the state, schools have cooperated closely with recreation districts in this type of cultural program.

ALAMEDA COUNTY SCHOOLS PHOTO



FREEHAND DRAWING can be recreational as well as educational. These South San Francisco seniors have found a serious interest in their drawing classes. The scene could be duplicated as readily in school-sponsored programs at summer recreation centers as at midwinter courses "for credit." The student profits either place.

DORCAS ROSENFELD PHOTO



MIXED REACTIONS show in the faces of these youngsters as they pause in the tour of a museum to view the bones of an ancient mastodon. Their summer playground director has varied the day's activities with an outing which proved to be memorable—and a lot of fun.

L.A. CITY SCHOOLS PHOTO

copies for distribution to all its state recreation chairmen.

The statement has been widely publicized at conferences, discussed at Board of Education meetings, reprinted in condensed form in *California Schools*. (Copies are available for \$1 by cash or check—less in quantities—from CAHPER, 1705 Murchison Drive, Burlingame, California.)

What, then, is this document which gives voltage to a hitherto dimly recognized area of school life? How did it come about? What does it say? What does it mean to teachers?

Anticipating that the much publicized population-automation explosion would have a concomitant "recreation-explosion," school-connected recreation personnel gathered at the CTA-SS Building in Los Angeles November 12-13, 1957 and recommended a statewide declaration of policy suitable to the 60's. After a special two-day conference at Asilomar of school and non-school recreation leaders; screening by statewide committees of teachers, consultants, members of professional associations, municipal recreation agencies; four drafts, and diligent editing, the publication appeared, the consensus and common understanding of educators and recreators.

It is an appraisal of the concerns, roles, responsibilities, and potentialities of recreation as related to education and the public schools. It is an attempt to provide some definite criteria, some goals and guidelines for school districts now providing recreation, for districts considering such a school-sponsored approach, and for units of government uncertain about their recreation relationships with the schools.

State Superintendent of Public Instruction Roy E. Simpson set the keynote in the Preface, writing in part:

Education does not stop at the school bell's ring. With children of school age, learning can be stimulated and enriched with after-school activities which allow less formal use of classroom teachings. Thus, work in the sciences, arts or languages can draw increased interest from related recreational activities. Sports, games, and other physical recreation activities related to directed physical education are needed to develop maximum health and fitness.

Likewise, those beyond school age find work's efficiency is improved by counterbalancing leisure activities. With more leisure time certain to confront Americans in the future, the three R's, science and the arts will form the broad foundation for greater opportunity in recreation. For example, reading is one of the basic arts. Full recognition of the values of this and other classroom learnings that relate closely to man's leisure should be given by the schools. Opportunity to further develop these skills in an after-school recrea-

tional setting is the responsibility of school districts, as permitted and encouraged under California law.

The laws referred to are the Civic Center Law (1917), the Community Recreation Enabling Law (1939), and the "Community Services Tax Law" (1951; 1959). This last is particularly interesting to teachers. By its "pennies for recreation" or "5-cent override," Boards of Education may secure funds independent of and not in direct competition with regular instructional (teachers' salaries, textbooks, etc.) budget. This statute has significantly accelerated school involvement in recreation, reports the Outdoor Plan; virtually all California school districts now make use of this legal largesse.

The "roles" in the pioneering policy statement are six in number with 23 accompanying "responsibilities." In essence:

1. Schools should educate for the worthy use of leisure. Schools have the responsibility of giving recreation a vital place in our culture by making full use of services, facilities, and opportunities permitted and encouraged by California law. Recreational competences, moreover, should be inculcated in the formative school years so that there will be carryover into later life. Such education should, of course, be in cooperation with other agencies providing community recreation.

2. Schools should achieve maximum articulation between instruction and recreation. It is in this second role that teachers find fullest identification. With thousands aiding as part- or full-time playground directors, play leaders, specialists, supervisors, the significance of this role cannot be underestimated. "Schools should improve teaching and learning through teacher-pupil relationships in the recreation setting." So closely should the in-school hours academic classroom be coordinated with the out-of-school hours recreation "laboratory" that pupils will be able and eager to practice on their own the skills and learnings imparted to them in the required bell-to-bell setting.

Teachers are urged to supplement the classroom's "crowded curriculum" with an "out-of-classtime curriculum" in art, music, drama, homemaking, physical education, health, and science, to name a few "subjects" out of many. Time-tightened programs thus can be supplemented with many challenging "electives," both for the talented and for the less gifted.

Leadership should come from the principal working cooperatively with the teachers, the recreation administrator for the school district, and with those responsible for the community recreation program.



MARGINAL ACTIVITIES is the title of this photograph taken at Budlong Avenue school in Los Angeles. Parents have grown to appreciate the programs for youngsters which provide wholesome play under expert supervision. Often the nearby playground is the only safe place for active boys and girls to meet—and they return to school for fun.

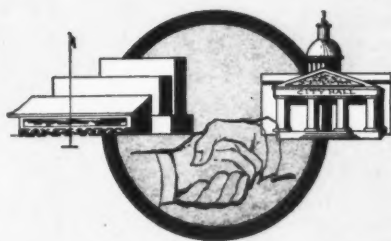
L.A. CITY SCHOOLS PHOTO

3. Schools should co-ordinate and mobilize total community resources for recreation. Incorporating the CTA Commission on Educational Policy's statement on "The School and Its Program," the document declares:

In some areas the school district should be the focal point for the provision of total recreation for all ages. In other communities it may be desirable to work cooperatively in a co-ordinated plan for recreation administration. Whatever the plan, the schools are basic and inseparable components of service, and as such must be full-fledged partners in the recreation program.

4. Schools should develop co-operative planning of recreation facilities. Schools are in a strategic position because they have the first lien on the public purse and conscience when it comes to securing land and facilities. Therefore, school district officials should initiate, encourage, or recognize planning, financing, and operating of facilities suitable for recreation, making sure that the community-wide program of recreation economically represents the sum of all programs and facilities financed by the total community dollar.

The elementary school plant should be the natural and logical neighborhood center; the secondary schools should be located and equipped to serve as community recreation centers; the community or junior college should serve both as a community and as a regional center.



5. Education should encourage, stimulate, and produce research on recreation. With appraisals, comparisons, and evaluation essential to planning and conducting a successful community recreation program, it is vital that research be conducted into the finances, programs, personnel, facilities, administration of school recreation. The allegations made in these roles, for example, need careful scrutiny, objective study, statistical analysis. In short, school-sponsored recreation should make use of research techniques to evaluate its effectiveness.

6. Education should stress professional preparation of recreation personnel. Professional preparation and qualification by registration and certification of recreation personnel will contribute

to the understanding, interpretation, and continued growth of recreation as a force in individual and community life. Consequently, school recreation leaders should maintain constant liaison with recreation curriculum leaders of public schools and institutions of higher learning so as to train personnel for maximum performance.

In the professional preparation of teachers and administrators, course work, in-service training, and internship should stress the functional relationship of school instruction and recreation. "Science, foreign language, and mathematics may seem to have less obvious leisure-time manifestations than art, music, and literature; but the modern concept finds recreation to be whatever one finds pleasure in doing voluntarily."

In conclusion, by reading between the lines of this literate landmark in recreation, it is apparent that as learning and academic "disciplines" are more and more emphasized; as the 3 R's shift from "Rah! Rah! Rah!" to "Language!" "Science!" "Math," the need for wise, wholesome, and constructive use of leisure time becomes ever more imperative. Knowledge of, participation in, and giving support to the school recreation program constitutes a professional opportunity and obligation of teachers and administrators. ★★



EQUIPMENT permanently positioned in school play areas gets extra usage during the summer when school district and recreation district cooperate and share.



WHOOOPS! Skirts fly as the young lady whirls in the dance festival at Los Angeles' Melrose Avenue school. Folk dancing is among the more popular activities scheduled by the Youth Services Section of the city schools system. In addition to group instruction under guidance of the recreation leader, the youngsters enjoy the festivals which parents and friends attend.

L.A. CITY SCHOOLS PHOTO

We must teach the processes of enquiry rather than the outmoded facts of science.



WE ARE undergoing a revolution in science, creating a new partnership with the economic, social, educational, and political issues of our times. So fused are these issues we find it no longer possible to teach any field of knowledge divorced or isolated from another. There is more to know in any field of science than can be taught in a lifetime.

The result has been to organize courses which consist of massive doses of facts without conceptual order, without unity, and without an understanding for the intellectual methods which won these facts from nature. The fetish and delusion of subject matter coverage has persisted in textbooks and teaching practices.

Only the mere skeletons of science and mathematics are presented. The facts are divorced from anything that might be called the processes of enquiry, sterilized of their beauty and left dangling without a place in the scheme of things.

Courses in science and mathematics have become little more than skimmings and smatterings, dribbles and dabbles of assorted facts and generali-

Dr. Hurd is associate professor in the school of education, Stanford University, and a specialist in the teaching of science. The article above is a portion of a speech he gave at an institute of science and mathematics teachers at Oregon State College and at Edmonton, Canada.

TEACHING SCIENCE IN A CHANGING SOCIETY

By Paul DeHart Hurd

ties. It has been said that we have been so busy teaching biology, physics and chemistry that we have forgotten to teach the science of these subjects.

What then must be the nature of education for a society with these characteristics? The demand for a pattern of education that will enable young people to live in the world in which they are going to live; an education that will enable the individual to stay close to the frontiers of knowledge and an education that will make it possible for the student to ride the crest of new knowledge and discoveries. The productive life of the seniors at your school will extend to past the year 2000. So must their education.

The first objective of any education, over and beyond the pleasure it may give, is that it serve the future. Knowledge, to be of greatest value, must be

usable beyond the context in which it was learned. For several years now attempts have been made to develop courses in science and mathematics to meet the "immediate needs" of children and young people. The development of curricula for a rapidly changing society demands that knowledge be more durable than this. *Learning in every course must also count for the rest of the student's life.* There is too much to know and too much demanded of one today to be able to afford learning which has only temporary or immediate use.

But even this is not enough, for most of the knowledge young people will need in their lifetime has not yet been announced or discovered. Then again, there is the problem of more knowledge at every stage of life than can be taught. *This means that we need to provide the students with an entrance into this knowledge, pointing the way so that they can travel upon their own.* The world we go to school in is not the world in which we earn a living, and it will not be the world into which we retire. And at no time has it been the world of our parents. We are in an age where everyone will need to learn more after he finishes school than he did in school.

To accomplish this goal will require new directions in curriculum and in teaching techniques. Research scientists and mathematicians have been among the first to recognize the need for innovations in curriculum and the conduct of teaching.

Several years ago the National Science Foundation, working through professional societies and with research and educational specialists, initiated a comprehensive program of curriculum revision in mathematics and the sciences. New programs in secondary school physics, chemistry, biology and mathematics are in progress or completed.

Each of the committees has sought to weed out much of the inert knowledge found in high school subjects, material that is not particularly significant for modern science and mathematics. This means a number of our favorite topics and units that we have taught for years are not likely to be found in the new courses, in fact, the longer one has taught them, the greater the mortality that may be expected.

The next step has been to determine what materials might just as well be taught at a lower grade level. While there is much research yet to be done, it seems evident that there is a sizeable amount of material taught in high schools that can be thoroughly understood by children in the elementary school.

The extent of present day knowledge demands that significant knowledge be taught as early in school as it is comprehensible. In the next few years we can expect a migration downward of course content, from college to high school, to junior high school, to elementary school, and I would not be surprised if some material went from the college to the elementary school.

Another development in the "new" courses has been to *reduce* the number of facts presented and then to reorganize those remaining around one or two broad integrative themes (a process of distilling and centrifuging). Knowledge of facts no longer has priority in modern curriculum making, even though it were possible to teach them for retention. The central reason for the choice of themes, ideas, principles, concepts, generalizations, or theories as the organizational focus of courses is that they all involve an *interrelationship of facts*.

Emphasis is upon the ordering or structuring of knowledge within the subject field. This is the best way known by which the science of biology, chemistry, physics or mathematics can be presented. It is the most efficient way that knowledge can be acquired if an understanding of that knowledge is the expected outcome and retention the goal.

This means that a considerable part

of the class time is spent in the analysis, organization and relating of learnings until the student is able to form concepts and also recognize something of the structure or nature of the subject. That is, he has acquired some understanding of the process by which knowledge has been produced in that subject. Only then can the student be said to truly possess any part of the subject.

Grasping the structure of a subject means understanding it in a way that permits other ideas and new knowledge to be related to it in a meaningful way. When ideas have been grouped and related the student is in an intellectual position to use his knowledge to attack new problems or new variations. He is also in a more favorable position to harbor the latest conclusions of science as they are generated.

There are other aspects to this approach for teaching. To develop ideas and grasp relationships requires that young people penetrate topics much more deeply than has been the practice in the past. This is the reason for reducing the number of topics in modern science and mathematics courses; the time gained is used to explore each topic in greater depth. Since the development of concepts or relationships is a personal activity, it means that the classroom procedures must permit the student to *discover* the structure of the subject largely on his own. With help and guidance from a teacher, he learns how to learn within the context of a particular subject content. In other words, he learns the processes of the discipline by which new knowledge is obtained. If we expect young people to learn to think in a subject, the emphasis in the original learning must stress the process of thinking and acquisition of knowledge.

Since it is no longer possible to teach any more than an exceedingly small fragment of any subject in a school year, and since the student will need an entrance into new knowledge for the rest of his life, the only apparent solution to the problem is to educate in terms of significant concepts, to develop skills in the processes and methods of science and mathematics and to provide experience in learning how to learn.

More efficiency in learning can be brought about by choosing areas of study that are the most significant for understanding the field. The choice of this material is a responsibility of the academic specialist in science and mathematics. Further efficiency can be achieved by conceiving the curriculum to be a continuous experience extending

from kindergarten through the high school. This permits concepts to be introduced at the best level for learning and to allow for a more systematic way of building upon them in successive years. Over a period of time pupils will recognize that they are expected to be able to use their knowledge from a lower grade at a higher level and to increase the sophistication of their understanding.

Each classroom becomes a learning laboratory where the major activities of the student are a variety of *discovery* techniques. Extensive reading, challenging experiments, careful observations, comparing authorities and organizing for ideas are illustrative. The teacher becomes more than a commentator about the conclusions of science or mathematics. He becomes a director of learning and a motivator. To teach for conceptual learning demands that the teacher become a scholar in the field, for he too must know the structure and see the beauty of his field. He will need more than a casual acquaintance with the facts and laws of a subject; for the best results he should have participated, at least in a small way, in their discovery.

A distinguishing and presumed essential feature of any science teaching is the laboratory work. For at least the past 30 years, those in science teaching have had a hard time convincing either school administrators or scientists that the time spent in the usual activities of the typical laboratory produced anything that was valuable to either one's education or an understanding of science.

Every committee that has considered the science curriculum has recognized the need to improve laboratory work. The biologist has had the problem of bringing his laboratory work to life. In a biology class he always tells students that "biology is the study of life" and then spends nine months trying to prove it with a parade of dead, dried, preserved, embalmed, pickled, pressed, embedded and otherwise immobilized and distorted specimens. There is seldom the use of frogs that jump, fish that swim, flowers that smell, worms that wiggle, birds that fly or humans that think. The teacher struggles to teach life processes from organisms that have none. And it is forgotten that learning is truly accurate only insofar as students have opportunities for a *true* experience with the phenomenon or materials under study.

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Teachers for the Middle School

Higher education institutions prepare teachers for high school and elementary school . . . why should they not recognize specific preparation for teachers of 7th, 8th, and 9th grades?

By Marshall B. Miller

Parents and teachers are well aware that early adolescence is a very special period physically, emotionally, and socially. It is a crucial age in the transition from childhood to adulthood and often presents many problems. These grades provide the transition from the elementary school with its essentially child-centered emphasis to the high school with its greater emphasis on subject matter. Because of the transitional nature of these grades, teachers with an unusual combination of qualifications are needed. Satisfactory instruction in grades 7 and 8 requires mature teachers who have both an understanding of children . . . and considerable knowledge in at least one subject-matter field. Unfortunately, such specially qualified teachers are difficult to find.¹

IT IS DR. CONANT'S contention that teacher education institutions have responsibilities to offer appropriate training programs for teachers of grades 7, 8 and 9. He states that grades 7 and 8 certainly should not be viewed as a training ground for senior high school teachers. He contends also that school boards should recognize the special competencies needed by teachers of grades 7, 8 and 9 and should do all in their power to maintain the status and

prestige of the professional staff in these grades.

The introduction to chapter 4 entitled "Teachers" in the *Handbook for California Junior High Schools*² states that:

Even though the junior high schools of California have been generally accepted for several decades, the selection and training of teachers for this "lower secondary school" have been opportunistic and of a catch-as-catch-can nature. The training institutions prepare teachers for either the elementary school or for the "high" school, but not for the "middle" school.

All too often, therefore, teachers find themselves teaching in a junior high school through some purely fortuitous set of circumstances without either purposeful and adequate professional preparation or the will to make teaching in the junior high school a career.

The junior high school has been and to a large extent still is a neglected area in teacher education. The following statement appeared in a report by W. H. Gaumnitz, "Attention was called to the fact that few, if any, special college curricula and courses are available which are directed specifically toward preparing junior high school teachers."³ The preparation of teachers for the junior high school years has been overshadowed by elementary and high school teacher-education programs.

There are seven states that require a special, very limited certificate for

teachers to teach in grades 7, 8, 9, and California, one of these states, is planning to replace this limited credential in the near future. Thus prospective teachers may be encouraged to explore teaching in grades 7, 8, and 9 without working solely for a special certificate and can better prepare themselves for understanding and teaching this age child.

For the second time in its short history, the junior high school is experiencing rapid development. Because of its position between the elementary school and the high school, the junior high school frequently provides a ready solution to the pressure of increased enrollments. There has been a considerable growth in the number of junior high schools since World War II. Their number has increased more than 25 per cent since 1946.

With the more recent population surge in California has come an increased number of "intermediate"⁴ schools. In Santa Clara county alone, the number of these schools has grown from 5 to 26 since 1950, an increase of slightly more than 500 per cent. This is indicative of the growth of this type of school in many areas of the state.

Although, in the opinion of some educators, these intermediate schools should not be called junior high schools, there is considerable similarity to be found in grades 7 and 8 in both types of school organization. The specific curriculum, the total program of this school, and the challenge to provide for the needs of the early adolescent follow a definite parallel to the 7th and 8th grades of the junior high school organized on the 6-3-3 plan.

When the typical curriculum of junior high schools in California (reported by Earl Sams)⁵ is compared with the

Dr. Miller, associate professor of education at San Jose State College, is coordinator of the junior high school credentialing program at his institution. His program calls for 45 units of general education meeting all-college requirements and two alternate plans for subject fields (one concentrated preparation in three subjects and the other preparation in major (24-40) and minor (12-24) subject fields).

1 James B. Conant, *Education in the Junior High School Years*, Educational Testing Service, Princeton, New Jersey, 1960.

2 "Handbook for California Junior High Schools," California State Department of Education Bulletin, Sacramento, Calif., Vol. 18, No. 2 April, 1949.

3 W. H. Gaumnitz, "Report of the National Conference on Junior High Schools," United States Office of Education, Washington, D. C., Circular 441, 1955.

4 An intermediate school is usually a separately organized and administered 7th and 8th grade building unit.

5 W. Earl Sams, "Curriculum of the Junior High School," *California Journal of Secondary Education*, 32:353-61, October, 1957.

curricular offerings of the 7th and 8th grades of California elementary schools⁶ there appears to be no major difference in the curriculums available to pupils in grades 7 and 8 in the two types of school organization.

When one compares the pupils in the two types of school organization, it would seem that the pupils in grades 7 and 8 of the intermediate school are no different from the pupils in the 7th and 8th grades of an established junior high school.

What, then, can or should be done to meet the challenge of the dire need for adequately trained teachers for this very critical 12 to 15 year age level of pupils, whether enrolled in the 7th and 8th grades of the elementary school, the intermediate school, or the junior high school?

The teacher education program for those preparing for the elementary or the high school level is usually not adequate to meet the particular needs of the teachers for the early adolescent age groups. Recognition of this hiatus should present a challenge to teacher education institutions.

The status of the junior high school credential in California leaves much to be desired. Dr. Conant, when he visited the West Coast, was shocked to find that many teacher trainees were interested in junior high school teaching only if they could not qualify for a higher secondary level. He learned that there were several reasons for this: the relative status of the junior high and senior high teacher, the type of credential required of the junior high teacher, and the junior high teacher load as compared with the senior high teacher load.

Perhaps under California's proposed classification of teaching credentials, wherein no credential will be limited to

three grades only, more teacher-trainees who are interested in teaching in the 7th, 8th and 9th grades will want to prepare for these particular grade levels while qualifying for a credential which legally would allow them to be hired for teaching over a wider span of grades. The newly proposed credentialing program, since it may require five years of preparation, will tend to place junior high teachers on a par with both elementary and secondary teachers, status wise, salary wise, and in training background as well.

Teacher education institutions could provide adequate preparation programs for the potential junior high teacher within the framework of the credential structure required by state boards of education, by making available, either through required or elective channels such specific courses as:

1. Psychology of adolescence, including both pre-adolescence and early adolescence.
2. Guidance, both group and individual guidance for the young adolescent.
3. Growth and development of early adolescent pupil.
4. Curriculum and instruction for Grades 7, 8, and 9.
5. Teaching methods for semi-departmentalized grades 7 and 8.
6. The teaching of reading, both remedial and developmental, at the secondary school level.
7. Direct experience with pre-adolescent children.

6 California Journal of Elementary Education. Selected articles in the August and November, 1959, issues.

7 James E. Frasier, "The Professional Preparation of Junior High School Teachers," *School Review* 62:542-45, December, 1954.

8 Marshall B. Miller, "A Study of the Requirements for the Certification of Teachers for the Junior High School," (Unpublished Doctoral Dissertation) University of Kansas, 1957.

8. Student-teaching at the junior high school level.

These courses are recommended on the basis of research studies reported by Frasier⁷ and Miller⁸.

In addition to specific courses, teachers should be able to get both professional preparation and broad academic background that curriculum trends demand. The teacher must be able to do undergraduate and graduate work that will fit him to teach integrated courses and core curriculum. Narrow specialization is not adequate preparation today for the junior high teacher.

The need for well trained teachers of young adolescent pupils and the need for better teacher-education programs are of growing concern to many educational leaders. In the opinion of the writer, the early adolescent period is one of the most critical periods in the life of our youth, especially when one considers the present day social and emotional strains which many of our early adolescents are experiencing.

Dr. Conant is reported to believe that for this difficult period, children should find their best teachers, whereas, in fact they usually get the least experienced, the worst paid, and the fewest.

Institutions charged with the responsibility of training teachers have postponed this problem too long now. Immediate steps should be taken to initiate programs which will provide a supply of well prepared teachers for this slighted teaching area.

A strong program of preparation designed especially for teachers of grades 7, 8, and 9, and a new status under the proposed credential structure would certainly improve and upgrade the situation that so disappointed Dr. Conant when he recently visited the California junior high schools. ★★

PARTICIPATION IN EDUCATIONAL OPEN CIRCUIT TELEVISION

(A statement of policy adopted by State Council of Education April 8, 1961—see page 7)

(1) The California Teachers Association, as a professional organization of elementary, secondary, and college teachers in all fields has encouraged the use of educational television (hereinafter ETV) in classrooms.

(2) The Association continues to be actively interested in the development of all uses of this medium which might improve the quality of education and increase the range of services to education as long as the principles of sound educational practices are observed.

(3) The preparation and presentation of an ETV production is a professional service for which released time arrangements are proper and for which there should be a reduction of teaching load to the extent necessary to permit the teacher to have time to plan the course, prepare visual aids and other teaching materials, and to adapt his teaching methods to television production techniques.

(4) The teacher who participates in an ETV production should have a contract with the ETV agency providing for remuneration for the original production, remuneration for the use and re-use of any videotapes, kinescopes, or films of said original production, and protection

against the use or re-use of said videotapes, kinescopes, or films when the subject matter or teaching method therein is incorrect or obsolete.

(5) The teacher's remunerative rights in an original ETV production and the use and re-use thereof by videotapes, kinescopes, or films should be as follows:

(a) For the original presentation he should be paid a salary at least equal to the salary he would receive as a classroom teacher and other expenses necessary to the production;

(b) For the use and re-use thereof he should be paid an agreed upon share of the profits derived by the ETV agency from the sale of any license, lease, or rights in all or any part of the videotapes, kinescopes, or films of the original ETV production.

(6) If the teacher creates an invention or inventions while preparing for the ETV production he should have exclusive rights thereto.

(7) The teacher by contract should retain all rights to his ideas, notes, or literary efforts developed in connection with his preparation for the ETV production not expressly incorporated therein.

School Districts for Tomorrow

Reorganization into more efficient units
is a vital need in California.

By Edgar L. Morphet

AT LEAST three-fourths of the school districts in California, and even a higher percentage of those found throughout the nation, cannot satisfactorily meet the educational needs of today's students at a reasonable cost. Most of these districts will become even less satisfactory within a few years because educational needs and demands are changing so rapidly.

This alarming situation exists in spite of the fact that the number of school districts in the nation has been reduced from approximately 127,000 thirty years ago to about 40,000 at the present time; in California the number has decreased from about 3500 to slightly under 1700.

WHAT STUDIES SHOW ABOUT SCHOOL DISTRICTS

Every study has shown that small school districts generally are more expensive to operate than larger districts and, even at greater cost, are not in a position to provide some of the services needed for a satisfactory program of education. These studies are summarized in a number of publications which should be consulted by everyone interested in the problem and especially by those who have any serious doubt about the facts.¹

The most expensive and the least satisfactory of the small districts are, of course, the very small ones, especially those having under 100 pupils. The cost in these districts tends to be from one and a half to two or more times the cost per pupil in larger districts, and even then, the services provided by such districts are far from satisfactory.

Practically everyone wants good schools in his own district, and most people recognize the importance of improving the quality of education throughout the nation. However, many who are concerned about the increasing cost of education and of government have not studied the inefficiencies in the smaller school districts carefully enough to recognize clearly that the elimination of small districts can make it possible to provide better quality education with a more efficient expenditure of funds than now found in many areas.

Many people insist on retaining their own small districts that were developed under pioneer conditions and are not suited to meet present day needs. This is usually because:

(1) they confuse district reorganization with consolidation of schools and assume that reorganization of districts necessarily means the elimination of all small schools; (2) they are convinced that the elimination of small districts will result in loss of local control of education; (3) they believe their small districts are doing a better job than the facts show to be the case.

SMALL SCHOOLS AND SMALL DISTRICTS

Reorganization of districts does not necessarily mean the elimination or consolidation of small schools. Generally speaking, small schools are as inadequate and expensive as small districts, but some small schools are necessary whereas small districts are not.

If a school is located in a sparsely populated area from which pupils could not reasonably be transported to a center of adequate size because of distance or road conditions, it should be continued, regardless of cost. Thus, even in some reorganized districts it may be necessary to continue one or more small schools. However, if a small school is in a district that includes only the one school, it usually must be continued regardless of isolation or cost.

The basic problems arise from the small districts, whether they include only one small school or are large enough to include two or three schools of reasonably adequate size but not to operate efficiently as districts.

Studies show that a district must have at least 1,200 to 1,500 pupils to operate even with reasonable economy and efficiency. A district under that size cannot provide many of the services needed for an effective program of education, even at a relatively high cost. Even districts with 4,000 or 5,000 pupils cannot provide economically some of the services needed but can come nearer doing so than a very small district. One reason a minimum enrollment of 10,000 pupils has been generally recognized as desirable is that districts of that size or larger can provide needed services at reasonable cost—that is, are in a position to operate effectively and efficiently.

Many states, including California, have established the county or some similar area to provide services that are essential for an adequate program of education beyond those that can be provided for small districts. Thus, the intermediate unit in many states was established partly as a prop for small inadequate districts, and in that way at least some of the essential services were provided but at an

Dr. Morphet, professor of education at the University of California, Berkeley, is one of the nation's leading authorities on school district organization.

¹See, for example, Johns, R. L., and E. L. Morphet (eds.), *Problems and Issues in Public School Finance*, Chap. 3 (Bureau of Publications, Teachers College, Columbia University, 1952); Chisholm, Leslie L., *School District Reorganization* (Midwest Administration Center, University of Chicago, 1957); American Association of School Administrators, *School District Organization* (Washington, D. C., 1958).

added cost not included in the district figures. Reorganization of districts in many areas, however, has resulted in a new concept of intermediate district services and in recognition of the fact that there are some high level services of a consultative nature that may be needed even by larger districts which, when properly rendered, enhance instead of erode local control.

SMALL DISTRICTS AND LOCAL CONTROL OF EDUCATION

Many people are convinced that elimination of the thousands of small school districts still found in many parts of the nation will mean loss of local control of education. That belief is not supported by the evidence. In fact, the available evidence seems to indicate quite clearly that continuation of small inadequate districts would almost inevitably result in further loss of local control. In other words, one of the best ways to assure that local control of education will not be lost is to proceed rapidly with the organization of districts of adequate size and thus with the elimination of small districts.

Studies show that in most small districts the idea of local responsibility or control is more nearly a fiction than a fact.² In the first place, the legislatures of most states have entrusted to larger districts more legal responsibility for important aspects of education than they have to small districts. Then, in actual operation many of the small districts have failed to exercise, except perhaps in a nominal way, some of the important responsibilities left to them. The smallest districts, in particular, often have to depend on the office of the County Superintendent to help them locate competent teachers, to plan and prepare the budget, to develop the curriculum, to help the teachers improve their work; in fact, to assist with or practically assume responsibility for many of the functions and services which could be rendered effectively by properly organized districts. The effort to safeguard the interests of and opportunities for children has necessitated the partial substitution of county responsibility and control for bona fide control in many of the small districts.

LOCAL RESPONSIBILITY AND CONTROL IN REORGANIZED DISTRICTS

The fact that a district is reorganized does not mean that it will have a satisfactory educational program that is efficiently and economically operated. It means, however, that the potential is there: that it *can* provide an adequate program at a reasonable cost and that it can assume bona fide responsibility for the schools.

It can have a competent superintendent of schools to provide professional leadership for the board, the staff, and community. It can, in most instances, have schools large enough to provide quality education at a reasonable cost. It can afford full time and well prepared principals as leaders for the various schools. It can, in fact, take such other steps as are desirable to develop and operate schools designed to meet the needs of the people of the area.

Whether such a district will realize this potential will depend largely on the people: on whether they want a quality program of education, will select a capable board dedicated to that objective and cooperate with it in establishing and

implementing policies needed to assure an adequate program of education. Thus local responsibility for developing a program designed to safeguard the interests of pupils and taxpayers is possible and usually is exercised in a meaningful way in properly organized districts.

Moreover, in reorganized districts the citizens have at least as much and probably a better opportunity to keep in close and meaningful contact with their schools than is the case in most small districts. Citizens' committees have been established by the board in many of the larger districts to assist it and the staff in studying and developing policies designed to safeguard or improve various aspects of the program. Further, especially in many rural areas, the patrons of each school have been encouraged to select informally an advisory group of three to five of their number to represent them in working with the principal and his staff in improving the school and in interpreting the needs to the community and to the district staff and board.

THE SITUATION IN CALIFORNIA

While California has made consistent progress in district reorganization, the pace has lagged not only behind the average in the nation but also seriously behind the need in California. Not only does the large proportion of small districts present a problem, but one that is equally serious is posed by the large percentage of separately organized elementary and high school districts found in the state. Of the 1760 districts found in California in 1958-59, all but 103 were organized as separate elementary and high school districts. Nearly 1100 of the 1373 elementary districts had fewer than 1000 pupils each, and over 900 of these had fewer than 500 pupils. About one-half of the 229 high school districts and nearly one-fourth of the 103 unified districts in the state had fewer than 1000 pupils each.

The unique combination of these two factors results in a series of handicaps that the citizens of the state can no longer afford to ignore. These factors, operating in many parts of the state (probably including more than three-fourths of the land area), result in (1) higher costs to the taxpayers of the entire state than can be justified by the services rendered, (2) less adequate educational opportunity than desirable for many of the pupils, and (3) a marked tendency toward undesirable erosion of local control and responsibility in those areas.

Small districts continue in many areas because, in addition to factors already discussed, (1) several of them constitute "islands of wealth" in which school taxes can be kept lower than in most areas since the state guarantees \$125 per pupil (or at least \$2400 for the district) regardless of wealth or tax effort; (2) in many areas, under existing laws, districts would lose substantial amounts of state funds if they were properly reorganized; (3) administrators and boards in some of them have opposed reorganization.

If California is to continue to improve education in accordance with needs, within ten years there should be only a small number of districts in the state with fewer than 1500 to 2000 pupils and not more than a handful in sparsely populated areas with fewer than 1000. There should be none with fewer than 400 or 500 pupils.

In several states there have been no separate elementary and high school districts for many years. In other words, all districts have been reorganized as unified districts to include all pupils through at least grade 12. Most states have comparatively few districts that are not unified.

²See, for example, Morphet, Edgar L., and John G. Ross, with the assistance of Vincent E. Merritt, *Local Responsibility for Education in Small School Districts*, 1961 Legislative Problems No. 1, Bureau of Public Administration, University of California, Berkeley.

In California the progress toward unification has been slow—so slow that California and Arizona hold the unique position of having the smallest proportion of unified districts found among the 50 states.

Separate elementary and high school districts result in many costly complications for voters and taxpayers, for pupils, for the school staff, and in the state program. Schools cannot be organized in accordance with needs (that is, they are not in position to choose whether a K-6-3-3, and K-8-4, or some other kind of organization will best provide for the education of the pupils). Pupils must attend in at least two different school systems with different policies. Voters must decide separately on board members, tax levies, and bond issues for elementary and high schools. School staffs must try to overcome unnecessary legal complications in seeking to effect coordination and articulation of programs for pupils. The state must establish separate and complicated apportionment formulas; and so on.

Not a single study has shown that there are any advantages inherent in separately organized elementary and high school districts; many have directed attention to a variety of disadvantages and handicaps. Thus, within less than ten years every school district in California should be unified.

THE MASTER PLAN

The California Legislature for at least ten years has recognized in a variety of laws the desirability of district unification as well as of better district organization. For the first time, however, the Legislature in 1959 recognized the importance of developing a master plan to guide district reorganization in each county and established a time schedule for developing such a plan.

By September 15, 1963, each county committee on school district organization is required to develop and file with the State Board of Education a master plan for school district organization in the county. This plan is to include "all the territory of the county, including territory of adjacent counties where necessary, in school districts so that each school district shall provide an educational program including all grades from kindergarten or first grade through grade 12, together with other types of reorganization which would constitute intermediate steps to the establishment of districts operating all grades through grade 12." (Education Code, Section 3581).

Thus, a definite plan is required for each county, but this does not mean that districts in all areas will be reorganized. Even the best and most defensible proposals can be voted down, and many of them are likely to be unless there is better understanding of the problems and better leadership to help solve them than has been found in the past in many areas.

There can be no doubt that district reorganization is urgently needed and is inevitable in many parts of California. It should come as a result of careful study and planning if it is to be of maximum benefit to taxpayers, children, and citizens generally. Lay citizens and educators throughout the state should therefore cooperate in seeing that the best possible plan is developed for each county and that all obstacles to its prompt implementation—whether they be lack of understanding, special privileges or subsidies for small or very wealthy districts, cumbersome laws, or other similar factors—are eliminated or reduced to a minimum. Then, when districts are reorganized, they should make every effort to assure that their potential for high quality education at a reasonable cost is attained. ★★

Teacher Talk

These quotes represent divergent views which might be heard in any faculty lounge—on the theme suggested by this Journal issue. They are written each month by Donald W. Robinson, teacher at Carlmont high school, Belmont.

"I remember a prof in college who used to say, 'I hear a lot of crazy ideas, but most of them aren't crazy enough to be useful.' Got any real crazy ideas, Joe? You're slipping, fellow. You haven't provoked a first-rate argument in this lunchroom for months."

"My kids have been keeping me too busy. They are such wide-awakes, they keep me hopping. I haven't energy enough left over to argue with you knuckle-heads. Besides, what's to argue about? We see our job and we do it. It's as simple as that. No use getting all lyrical about the intellectual life and the curriculum in the scientific age. You know very well that's all window dressing. And I'm in no mood for window shopping."

"You must be getting old, Joe. How are you going to keep afloat when the wave of the future hits? Hits you with revolutionary ideas to prepare our youth for life in the 21st century! By the time your present students are your age it will be the 21st century, and the schools will be almost unrecognizable from today's standards. And poor old Joe is willing to sit back and let it all happen without raising a finger, either to assist or to protest. The rest of us plan to be teaching at least twice as much in the same amount of time, while he lumbers along in the same old rut."

"Hey, what are you talking about, teaching twice as much in the same amount of time? Twice as much what? You can only crowd one day's living into one day, only one hour's learning into one hour. What's with this time efficiency business? This is education we're talking about, not factory production. And education results from a meeting of minds, without benefit of a stop-watch or the intrusion of an efficiency engineer."

"Come off it, Joe. You know very well that some people live twice as much in that day as others. And some people learn twice as much in that hour as some others. So why not improve the living rate and the learning rate of everyone as much as we can? Simply doubling the reading rate will improve learning efficiency. Cutting out the waste time in class during which students sit there waiting for something to happen. Adapting the course of study and the reading material to the intelligence level of the student, and I mean adapting them *up* more than down. Using large classes for moving pictures and other presentations where several hundred can profit as well as thirty. These things improve learning-teaching efficiency, and without depersonalizing it."

"Maybe so. Maybe so. Perhaps I'm just old-fashioned, but I still think the only formula for effective teaching is a roomful of youngsters with a happy, thoughtful teacher. Remind me to check with you some time near the beginning of the 21st century."

CALENDAR of summer events

MAY

- 6- -Central Section Council and Section Dept. of Classroom Teachers; Fresno
- 6- -Teacher Education Commission, Advisory Panel on Evaluation of Program and Services; Burlingame
- 6- -CESAA Southern Section; Long Beach State College
- 12- -Northern Section chapter presidents and Section Dept. of Classroom Teachers; Chico
- 12-13-Council of Calif. Vocational Assn. annual meeting; San Diego
- 12-13-CESAA Section leadership conference; Rickey's Studio Inn, Palo Alto
- 13- -Southern Section Council; Los Angeles
- 13- -Bay Section Council; Berkeley
- 13- -Northern Section Council; Chico
- 18- -CASA Section VI; Spangler's Restaurant, Berkeley
- 19- -Southern Section NEA delegates orientation; Los Angeles
- 19-20-CASSA executive board and representative council; Burlingame
- 20- -Central Section division officers; Visalia
- 20- -Southern Section new presidents conference; Los Angeles
- 20- -Calif. Council for Childhood Education executive board; Bay Area
- 20-21-CESAA Bay Section leadership conference; Siegler Springs
- 21-24-National Congress Parents and Teachers annual convention; Kansas City, Mo.
- 26-27-Big City presidents and salary chairmen; Los Angeles
- 27- -Commission on Higher Education; Burlingame
- 27- -Northern Section new chapter presidents; Sacramento
- 29- -Section Secretaries; Burlingame
- 30- -MEMORIAL DAY-CTA State headquarters closed

JUNE

- 3- -CTA board of directors; Burlingame
- 13-14-California Retired Teachers Assn. annual conference; San Diego
- 16- -Bay Section board of directors; Burlingame
- 16-20-Student NEA leadership conference; Pennsylvania State University, University Park
- 18-22-Nat. Assn. of Student Councils; Oklahoma City
- 20-24-NASSTA staff conference; Ocean City, N. J.
- 20-24-1961 National TEPS conference; Pennsylvania State University, University Park
- 20-25-Calif. Agricultural Teachers Assn. SKILLS WEEK meeting; Calif. State Polytechnic College, San Luis Obispo
- 25-30-National Education Association 99th annual convention; Atlantic City, N. J.
- 26-30-Calif. Agricultural Teachers Assn. summer conference; San Luis Obispo
- 27-30-24th Annual Reading Conference; University of Chicago

JULY

- 2-14-NEA Dept. of Classroom Teachers national conference; Glassboro, N. J.
- 3-28-9th Annual Workshop in Reading, Dept. of Education, University of Chicago
- 4- -INDEPENDENCE DAY-CTA headquarters closed
- 9-15-American Assn. of School Librarians annual conference; Cleveland, Ohio
- 24-28-1961 Cubberley Conference on Education; Stanford University

AUGUST

- 21-23-National Council of Teachers of Mathematics summer meeting; Toronto, Canada
- 27-31-Chartered chapter presidents' seminar; Asilomar

SEPTEMBER

- 15-17-Northern Section leadership conference; Brockway
- 22- -Bay Section board of directors; Burlingame
- 23- -Bay Section membership workshop; Burlingame
- 30- -Northern Section board of directors; Sacramento

VACATION SCHEDULE: State staff at CTA headquarters in Burlingame will schedule vacations between July 9 and August 6 except in Placement office and in offices where vacations will be staggered. Although normal service will be suspended during this period, consultations may be arranged by appointment with department heads. The next (September) issue of CTA Journal will be mailed to members approximately September 8.

WHY TEACHERS TURN GRAY



CUSTODIAN



SUPERINTENDENT

NEWS *in education*

DR. BUELL G. GALLAGHER, president of City College of New York, was named Chancellor of California's 15 state Colleges on April 6 by the new board of State College Trustees.

Dr. Gallagher was chosen from among 180 persons recommended for the top job in the giant system which will come under control of the Trustees July 1, breaking away from operation by the State Department of Education and the Superintendent of Public Instruction.

Louis H. Heilbron, chairman of the Trustees, described the new Chancellor as "an outstanding scholar and a skillful administrator. More important, he will be able to give inspiration and leadership to the students and faculties of the world's largest college system."

Dr. Gallagher was chosen after a five-month search by a selection committee of Trustees headed by Thomas W. Braden of Oceanside. He will assume his new post after July 1 and will receive a salary of \$32,000, subject to legislative budget approval.

President of City College of New York since 1952, Dr. Gallagher came to that post from Washington, where he served for two and a half years as assistant U. S. Commissioner of Education. He was for ten years president of Talladega College, an Alabama liberal arts college for Negroes, and from 1943-49 he was a professor of Christian Ethics at Pacific School of Religion in Berkeley.

Son of a Congregational minister, he is himself ordained in that church. He ran for Congress in 1948 while living in Berkeley but has not since engaged in politics. He married a Carleton College classmate, June Lucille Sampson, in 1927 and they have two daughters.

HUGH G. PRICE, 59, chief of the bureau of junior college education in the State Department of Education, died April 4 of a heart attack. He came to the department in 1954 as a consultant on junior colleges and was promoted to chief of bureau in 1958, where he guided the rapid expansion of the state system.

He earned his M.A. degree at the University of Chicago in 1935; in 1948 he returned to his alma mater, Dennison (Ohio) University, to receive an honorary doctorate. He attended Morgan Park (Chicago) Military Academy and junior college and later taught there. In 1945 he organized Montgomery junior college at Bethesda, Maryland, and came to Ventura College in 1953 to build its new campus.

Dr. Price is survived by his wife, Esther, whom he married in 1929.

CLASSROOM TEACHERS National Conference will be held immediately following the NEA Convention, July 2-14, at Glassboro State College, Glassboro, New Jersey.

NEW HORIZONS in Teacher Education and Professional Standards will be the theme of the national TEPS conference to be held at Pennsylvania State University, University Park, June 20-23.



STUDENT CENTER at the Berkeley campus of the University of California was dedicated in March to provide cultural, recreational, and social programs for the campus community. The modern six-level structure includes facilities for music organizations, bowling, retail store, projects and games rooms, restaurant, lounges, and ballroom. Meeting rooms and student government offices are also provided. Financing was arranged cooperatively by ASUC, administration, faculty, and alumni.

CTA MEMBERSHIP as of March 31 was 116,247, a point 6,829 higher than the enrollment for the same date in 1960. Annual peak expected in June will probably be in excess of 120,000. Southern Section, largest of the six, had 58,165 members.

CTA CHARTERS GRANTED recently include: No. 550, Valley Oaks Teachers Association, Thousand Oaks, Ventura county; No. 656, Orland Teachers Association, Orland, Glenn county; No. 657, Center Joint School District Teachers Association, North Highlands, Sacramento county; No. 658, Mt. Eden High School Teachers Association, Hayward, Alameda county; No. 659, Poway Valley Teachers Association, Poway, San Diego county; No. 660, Courtland Bates Teachers Association, Courtland, Sacramento county; No. 661, Firebaugh Elementary Teachers Association, Firebaugh, Fresno county; No. 662, Alameda State College Chapter, Hayward, Alameda and Contra Costa counties; No. 663, San Juan Unified School District Teachers Association [incorporating six former chapters: Arcade (189), Arden-Carmichael (190), Sylvan (313), Orangevale (321), Fair Oaks (325), and San Juan Unified High School (330)], Carmichael, Sacramento county; No. 664, Redding Teachers Association, Redding, Shasta county; No. 665, Enterprise Elementary Teachers Association, Redding, Shasta county.

ARCOSS members throughout the state have written Retirement Committee Chairman Catherine Hanrahan more than 300 letters in recent weeks regarding CTA policy on out-of-state credit. Miss Hanrahan (and President John Palmer, who also received many communications) requested the *Journal* to publish a blanket acknowledgement, since secretarial help is not available for replies in detail.

PAST PRESIDENT pins, suitable for presentation by CTA local chartered chapter presentation, are available at \$8.94 each. Orders will not be taken by CTA headquarters but a descriptive brochure (for ordering from L. G. Balfour Co.) may be secured from any field service representative.

U. S. COMMISSIONER OF EDUCATION Sterling M. McMurrin was sworn in April 4, succeeding Dr. Lawrence G. Derthick, resigned. After he took office, he said "I do not believe that the problems of financing education should be encumbered by social and legal issues that do not bear directly on education itself . . . I believe that the compensation of teachers should be raised to a just and adequate level. . . . Taking office, my immediate emphasis will be on vigorous support of the Administration's proposals in education and encouragement of quality and rigor in teaching."



RICHARD M. CLOWES, Ed. D., superintendent of Oxnard school district for the past 12 years, was recently named a member of the CTA Commission on Educational Policy by the board of directors. He had formerly served as teacher, principal, and superintendent in Orange and Los Angeles counties. Named "Distinguished Citizen" by his home town in 1955, he has been active in civic organizations. Vice president of CASA in 1960, he has held many responsible chairmanships in the statewide administrator association.



DON DAVIES, associate professor and director of student teaching of the College of Education, University of Minnesota, has been named to head the National Commission on Teacher Education and Professional Standards (NCTEPS), effective August 20. The newly-named executive secretary of the Commission, which is the agency of NEA concerned with upgrading of teacher preparation and standards, will replace T. M. Stinnett who has headed NCTEPS for the past decade. Dr. Stinnett assumed the post of assistant executive secretary for Professional Development and Welfare of the NEA last year, and will continue to carry on both assignments until his successor takes the NCTEPS post in August.



SIX MALE TEACHERS expect to travel from Fairbanks, Alaska, to Panama City this summer—by motor scooter. Intent on erasing the picture of the "Ugly American," the group has ambitious plans for cultural exchange and study of educational systems. A training tour during Easter week through northern California included press interviews, calls on educators, and a visit at the Governor's office. The group, which identifies itself as the "Pan American Educational Study Group," includes Paris B. Simmons, Carl Hunter, Robert Daugherty, Frank Ramirez, and Victor Santa Maria of Benjamin Franklin school, Daly City, and Joseph Vargas of El Cerrito high school.

LAWRENCE BARFELL, teacher of English at Laguna Beach High school for 25 years, died in February. A touching tribute, "More Than A Memory," was written and published by his former students.

CTA Journal, May 1961

NEWS *in education*



JAMES KANTHAK, San Carlos eighth-grade teacher who lives in Redwood City, was the first winner of a Hilda Maehling Fellowship, awarded in the name of the former NEA assistant executive secretary. His year of study will be on "Assessment of Professional Opportunity" in which he will seek a standardized measure of school district programs affecting the teaching role. The Fellowship will be a grant of \$1250 of investment income from a fund of \$74,000 (and \$150,000 more pledged) contributed by teachers of the nation. Shown above, right, is Kanthak being congratulated by Ted Kostyshak, field representative of CTA Bay Section. Yvonne Weiberg, Menlo Park teacher and Council member, looks on.



FRANK WYKOFF, a three-time Olympic sprint champion about 30 years ago, is director of special schools for Los Angeles County superintendent of schools. He is shown here demonstrating the fine points of starting a dash to a group of senior students at a juvenile correctional school.

YUBA COLLEGE, Marysville, has awarded contracts for its new campus, expecting to occupy in June 1962. A building of 164,000 square feet is under construction.

STANFORD'S NEW POLICY of encouraging transfers from California junior colleges has resulted in an 80 per cent increase in such enrollments—and scholarships in excess of \$31,000 have been awarded this year to incoming JC students, according to Stirling Huntley, assistant director of admissions at Stanford University.

NEWS *in education*

ANNEXATION of Sequoia union high school district to San Mateo junior college district, creating a territory of approximately 327 square miles, will be effective July 1. Assessed valuation is expected to be in excess of \$750 million. Construction contracts have been awarded for the new College Heights campus, which will lie above San Mateo, overlooking San Francisco Bay. Occupancy is expected in Fall 1962. Coyote Point campus will be abandoned, a second campus has been selected in the north part of San Mateo county, and a third campus may be necessary in the Redwood City area.

"HAPPIEST YEAR of our lives" was the way Mrs. Eleanor Taylor, wife of a British exchange teacher in Oakland, described their experience in an interview for "Queen for a Day," ABC television network show of April 6. "Our experience more than confirms the story of American hospitality and generosity, which has entirely overwhelmed us. We would like to repay this with a gigantic party for the many kind friends we have made and the goodwill which these exchange visits must bring to English and Americans alike."

PLACEMENT information service is being considered by NEA's TEPS commission regarding job openings in teacher education institutions and availability of personnel for employment in teacher education institutions. For information, write (with stamped, self-addressed envelope) *Journal of Teacher Education*, NEA, 1201 16th St., N.W., Washington 6, D.C.

TEACHER AWARDS for "Expedition!", the educational television series presented on ABC-TV by Ralston Purina Co., included six Californians (out of 59 nationally) who received travel grants through NEA Division of Travel Service. Each will have six weeks in Europe as awards for novel use of commercial television program as stimulus to classroom teaching. Winners included Howard Doughty, Santa Rosa; Elizabeth Essa, Modesto; Kent Gill, Davis; Beulah Morgan, Long Beach; Elsie B. Saba, San Diego; Janet Ann Skaer, San Marino. Will Hayes, Santa Barbara, and Blanche Striker, San Francisco, previous winners, were awarded certificates of honor. Thirty-eight other Californians received subscriptions to *National Geographic Magazine*.

A COUNCIL OF ADVISORS to the President on educational matters was urged by David D. Henry, president of the University of Illinois, speaking before the convention of National Association of Secondary-School Principals in Detroit February 15. Functioning in the same manner as the Council of Economic Advisors and the Council of Science Advisors, such a group of educators would serve as "the national instrument for the appraisal of the condition of education."



CHILDREN'S ART SHOW at the De Young Museum, Golden Gate Park, sponsored by San Francisco Public Schools, attracted 124,000 visitors during the March exhibition. Spontaneous scribbles in tempera, done by kindergarten children, hung beside the bold interpretations of senior high students. Educators who attended the show enumerated many values which the art program did not display, including: cultural preparation for adult living, leisure life activity, respect for tools and materials, personal recognition, cultivation of art form for potential industrial designers, and strengthening of creative powers.

STANFORD UNIVERSITY announced April 18 a \$100 million three-year campaign "to achieve a new national peak of excellence" in higher education. Trustee commitments and other advance gifts started the drive with \$7.4 million—and a \$25 million matching grant offer from Ford Foundation was announced last September. More than a quarter of the \$100 million total will be earmarked for faculty salaries, \$10 million will be used for scholarships and fellowships, \$6 million for library operations, \$41.5 million to academic residence, and other buildings.

HOWARD J. JEDGES, principal of Catskill Avenue school, Wilmington, was awarded "Principal of the Year" title by the Arthur C. Croft publications. Two years ago John T. Warburton, Grossmont, won the top award.

KENNETT I. ALLARD, field consultant for CTA Central Section for the past three years, became on March 1 director of professional services for CTA Northern Section, with headquarters in Sacramento.

ADULT EDUCATION received a boost last month when NEA announced receipt of a \$225,000 grant from Fund for Adult Education to "improve and extend offerings in liberal subjects . . . to explore possibilities of vigorous, imaginative public school adult education programs." This grant brings to \$663,130 the total received by NAPSAE since 1953, previous funds being used to strengthen adult education services in state departments of education.

"SCHOOL BOARDS Face National Issues" is the theme of the 21st annual convention of the National School Boards Association to be held May 4-6 in Philadelphia. Topics for discussion will include curriculum, experiments toward quality education, personnel practices, and finance.

A.D.A. Graph to Continue Upward Climb

Problems of quality and quantity must be solved simultaneously in California.

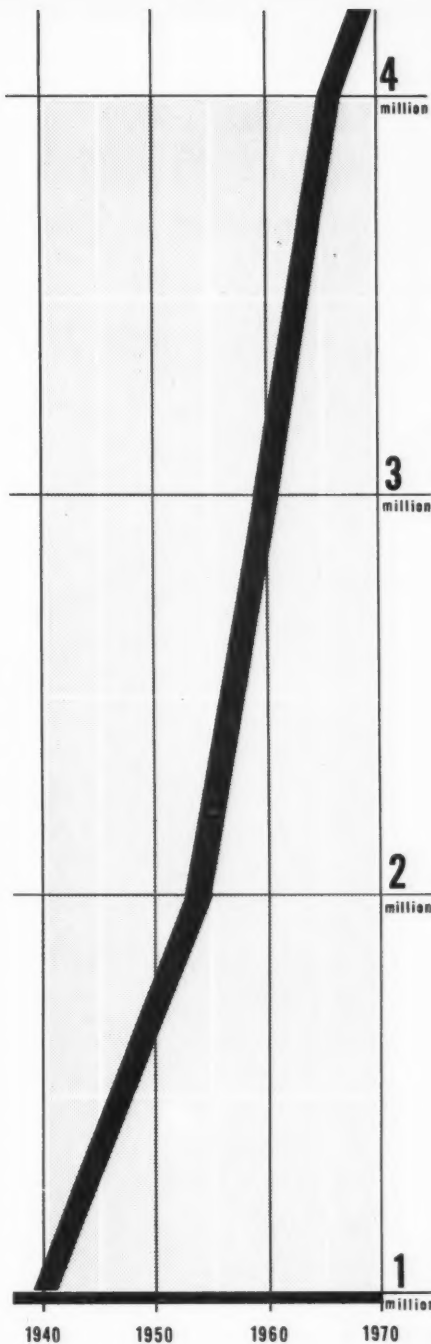
By Melvin Gipe and Henry Magnuson

THE 1950-1960 DECADE was a period of unprecedented growth for the nation as a whole and for California in particular. Nationally, the population increased by 28 million, which increase exceeded the former all-time record of the previous decade by 8.8 million. California's total population on April 1, 1960, was reported as 15,717,204. This was a gain of 5,130,981, or 48.5 percent, over the 10,586,204 inhabitants of the state in 1950.

In the past ten years, California has added an average of 1,405 new residents every day—865 through migration and 540 through the excess of births over deaths (natural increase). This growth has meant a daily gain of 514 additional workers in the civilian labor force, and public elementary and high schools have increased at an average rate of 433 pupils per day throughout the decade, seven days a week and fifty-two weeks a year.

Patterns of area growth have varied widely during the "fifties." Ten counties recorded gains of more than 100,000 during the decade—Los Angeles, Orange, San Diego, San Bernardino, and Riverside in the southern part of the state, and Santa Clara, Sacramento, San Mateo, Alameda, and Contra Costa in the north. Seven out of ten Americans live in cities or other urban areas in the nation, but New Jersey has the highest proportion of urban dwellers—88.6 percent, and California and Rhode Island

Dr. Gipe is consultant and Dr. Magnuson is chief of the bureau of education research, State Department of Education, Sacramento.



are right behind, each with 86.4 percent.

One has only to scan the major bills being introduced in the current legislature to see the impact and attendant problems of such growth. Education, water, highways, natural resources, public health, employment, and social welfare absorb the attention of legislators, and all must be considered in relationship to the financial resources of the state.

One of the most obvious attempts to cope with growth in school enrollments has occurred in the field of higher edu-

cation. The Master Plan Study stresses that the period just ahead will register enormous gains in enrollments in the state's higher education institutions. By 1975, according to the latest projections, enrollments will reach more than one million students, 661,350 of them attending full time. This is nearly triple the fall, 1958, full-time enrollment of 225,615. The need for facilities and personnel for our junior colleges, state colleges, private institutions, and the state university will be tremendous.

Certainly, the problems associated with growth are no less for public elementary and secondary schools. Some years ago, the following statement was made to summarize the school population trend in California: "It took California 90 years (1849-1940) to enroll 1,000,000 pupils in its public schools, and 13 years (1940-1953) to enroll its second million pupils; it is estimated that within seven years (1953-1960), California will enroll its three millionth pupil; and the subsequent five years (1960-1965) California will enroll its fourth million."

As of October 31, 1960, total public school enrollment, kindergarten and grades one through fourteen, was 3,446,565. (Parochial school enrollments were 330,941 or approximately ten percent of public school enrollments.) Enrollments of adults and in special classes total an additional 573,730. Kindergarten enrollments in October, 1960, were 310,705; in October, 1970, projected enrollments are 429,700. In October, 1960, enrollments in grades one through eight were 2,208,536; in October, 1970, projected enrollments are 3,207,600. In October, 1960, enrollments in grades nine through twelve were 785,244; in October, 1970, projected enrollments are 1,373,200. In October, 1960, enrollments in grades thirteen and fourteen were 142,080; in October, 1970, projected enrollments are 225,900.

Perhaps one of the most significant statistics is that relating the ratio of public school enrollments to total state population. In 1947 the ratio was 1 to 6.4; in 1950 the ratio was 1 to 5.9; and in 1960 the ratio was 1 to 4.5. Woodring's *One Fourth of a Nation* referred to one-fourth of the nation's population attending educational institutions at all levels; here in California we are approaching the point where one-fourth of our population will be in the public elementary and secondary schools. Such a situation underlines some of the

financial support problems facing the schools.

School facilities, to house increasing enrollments, are vitally needed. In October, 1960, there were 93,952 pupils enrolled on half-day sessions—86,803 in grades one through eight and 7,149 in grades nine through twelve. This is a ten-year low, down from 201,391 recorded in October, 1955. School districts, through their own efforts and through state school construction loans, have made great inroads on half-day sessions. This despite the evidence gathered in February, 1960, which indicated that since the 1954-55 school year the percent of elections in which bond issues were approved had decreased consistently. In 1954-55, 82.7 percent of the school bond elections held resulted in passage of the bond issue; in 1958-59 the percent was 69.3, and in 1959-60 the percent was 64.9 for those bond elections held through January, 1960.

Federal support to alleviate the school construction problem is currently being debated in Congress, and

the outcome is in doubt. In an effort to document more precisely present and future school construction needs, the Bureau of Education Research, in co-operation with the California Junior College Association, is inventorying junior college facilities. Next year it is hoped that similar inventories of elementary and high school facilities can be prepared. Obsolescence is an increasing factor at these levels and must be taken into account in forecasting school construction needs.

The other major area of concern directly associated with increasing enrollments is professional personnel. If we are to realize the objective of providing a well-qualified teacher in each classroom during the coming decade, recruiting activities will have to be strenuous. The current study of certificated personnel supply and demand, about to be released, indicates that during the 11-year period from 1960 through 1971 an estimated 212,300 new teachers will be needed to replace teachers who are no longer available for various reasons and additional teachers needed to serve

increased enrollments and provide new instructional services.

The supply of new and returning teachers during this same period is expected to be 179,500, or approximately 32,800 less than needed. This difference between demand and supply will have to be met in the future, as it has been in the past, by recruiting teachers from other states and by securing the services of persons who do not qualify for regular credentials. Considerable legislation relating to certification and tenure has been introduced in the current session of the legislature. At this time it is impossible to assess the effect of licensure changes upon supply and demand for certificated personnel.

The N.E.A. publication, "Ranking of the States, 1961" showed that although California ranks number one in the estimated average salary of classroom teachers in public schools, it ranked 46th in pupil-teacher ratio in public elementary and secondary schools in the fall of 1959. It has been suggested that if federal aid for both school construction and teachers' salaries materializes, a concerted effort should be made to reduce this pupil-teacher ratio, since additional classrooms and additional teachers are necessary ingredients. The classrooms might be constructed, but the source of additional teachers needed to staff them is not clear. Presumably they would be drawn from sources to be called upon to supply the 32,800 deficit indicated above.

It was pointed out earlier that 86.4 percent of the state's inhabitants live in urban areas, and that these areas are growing more rapidly than rural areas. The fact that nearly a third of the 1,686 existing school districts in California have an average daily attendance of less than 100 suggests that some sort of consolidation might be an important factor in any consideration of additional school facilities and additional personnel.

The decade passed has seen the beginnings of modifications in school facilities, in teaching arrangements and modes of instruction. These are bound to increase in the decade ahead as search for improvements in instruction combine with problems occasioned by rapidly growing enrollments. What we once thought was a prolonged incident has proven to be a constant condition, with no respite in sight. The problems of numbers and the problems of quality must be solved simultaneously. ★★

TEACHING SCIENCE IN A CHANGING SOCIETY

(Continued from page 15)

What we have needed for a long time in high school science courses is some experiments that *don't* work, and *don't* have exact answers, so that the student will have an opportunity to develop some confidence in his own efforts and learn to account for his mistakes. Max Planck, sometimes called the father of modern physics, when asked to name what he thought was the best laboratory manual, answered, "100 pages of blank paper." This is the "spirit" of the new laboratory work where the student will have a chance to think, to organize his own ideas, and to evaluate his findings in the light of known things or through applications. He will learn that the so-called conclusions only establish a basis for continued exploration; they have no meaning alone.

Science and mathematics teaching for changing society must have new dimensions different from those of the past. In vague ways these dimensions have been described by such words as "excellence," "quality" or "rigor." Unfortunately in too many schools, even though there has been much curriculum activity, the "new" is little different from the "old" except that it is administered in larger doses. The schools have adopted a "more of" philosophy: *more*

homework, *more* hours of laboratory work, *more* equipment to do *more* laboratory work, *more* problems in mathematics to "hand in," *more* "right answers" to pass the course, *more* science and mathematics courses to graduate, *more* acceleration of students, *more* education for teachers, *more* hours of classes per day, *more* months of school to get *more* science and mathematics to get into college. These movements are perhaps commendable, but, unfortunately, they have frequently resulted in just "*more of*" the same old program.

The science and mathematics programs demanded for the changes now taking place in our society must be quite different from those now taught; the content for the courses needs to be selected from a new point of view, and the methods of teaching must be those which will develop *intellectual competence* and *educational self-direction*.

I should like to repeat that the world of the student is not our world—and our efforts as teachers must be to give him intellectual security for the world in which he will live and compete. Science and mathematics taught as *processes of enquiry* and as *modes of thinking* provide the best means so far discovered to enable young people to participate in the world of both today and tomorrow. ★★

What I'd like to know is...

End of Tenure

Q. I'm told that tenure ends at age 65, but does this mean when one turns 65 or at the end of his 65th year? Or does it depend on when the teacher's birthday falls? Is there state policy, or does this depend on district interpretation? If birth dates do make a difference, mine is in late July.

Ans. Since your birthday is after July 1, our judgment is that you can retain your permanent classification one more year. Tenure ceases when you reach your 65th birthday, but by July 1 you already would be under contract for another year.

Tenure End—Procedure

Q. Since tenure ends at age 65, what procedure does a district follow? Is the teacher just automatically retired?

Ans. The fact that a teacher's permanent classification ends does not mean automatic retirement even in a school district which has a policy that no teachers over that age would be employed. The teacher has the same continuing contract rights as any probationary teacher.

The procedure for terminating the teacher's services at the conclusion of the school year during which he reaches age 65 would be for the district to notify him in writing prior to May 15 that his services would not be required for the coming year. If this notice is not given, he would be re-employed for another year.

"Economy" in Hiring

Q. Last year both my husband and I were seeking positions in Orange county. We found several instances where teachers with provisional credentials were being hired while we with regular credentials were told that our services were not desired. One superintendent told us that a neighboring district did not intend to hire any with regular credentials, preferring provisional teachers as a means of saving money.

I understand the law provides that a superintendent may not request a provisional credential for a teacher unless no regularly credentialed person is available, and that this request cannot be made until August. The instances I describe happened before June 20. My question is,

Professional questions answered by

HARRY A. FOSDICK

CTA Public Relations Executive

what, if anything, can be done about the situation?

Ans. For many years we have been struggling with the problem you raise. The regulation specifies that before employing a provisionally credentialed teacher, the district must certify that no "qualified" teacher with a regular credential is available. The "qualified" offers a loophole which is difficult to close.

We recognize that there are people with regular teaching credentials who, for one reason or another, would not be satisfactory in some classrooms. It's impossible to insist that every teacher with a regular credential, no matter what shortcomings may have been demonstrated in prior employment, must be employed before a provisional certificate could be issued.

On several occasions we have attempted to prove that a district was employing substandard teachers for economy reasons, but, with rare exceptions, we have been unable to prove such intent. The superintendent you quote probably would have similar difficulty in substantiating his unethical gossip about his fellow superintendent.

Also, there is a difference now in the types of provisional credentials. Renewed provisionals enable a teacher to receive employment without the employing district certifying special need. Original provisionals are valid only in the district which makes the request.

We see no complete solution to this problem until the provisional credential is abolished or the requirements drastically increased. Meanwhile, I would suggest that you discuss your problem with a field representative in our Los Angeles office. He could assist in identifying any elements which are complicating your quest for teaching positions.

Administrative Criticism

Q. Are there any prohibitions in any law or code against the following classroom practices for which I, a high school teacher, was recently reprimanded by the administration:

1. Employing outside trained but not

certificated help in correcting and grading English compositions? (Grades and corrections were reviewed and recorded by the teacher.)

2. Inviting an outside trained but not certificated lecturer to present a single lecture to a class?

3. Assigning a second regular weekly composition to students in two selected, superior college preparatory classes, one more than the minimum stated as department policy?

Ans. Some districts now employ "readers" to assist English teachers in grading and correcting compositions. The practice would be governed by district policy. If the teacher, himself, employed such help, he would, of course, be fully responsible for the quality of service rendered by the aide.

Inviting outside speakers to talk to high school classes is relatively common practice. Again, the teacher is responsible for what occurs in the classroom. Since the certificated teacher is present and in charge, this constitutes no legal infraction. If the district has a policy that speakers—like field trips—must be cleared through administrative channels, such clearance could be required. Generally this is left to the discretion of the teacher, but questionable exercise of that discretion could be a source of difficulty.

Obviously, the teacher determines the assignments and instructional techniques in his classroom subject to district policy and adopted curriculum. Some of us have become concerned about practices which have developed in response to public clamor for "tightening up" and "bearing down" on the instructional program. Anxiety to demonstrate tough standards, especially in classes for superior students, has led sometimes to more work without demonstrated purpose or value, and to forgetting the age level or maturity level of the students. When a group of teachers adopt the same increased activity practice, the total result on the student may be so overwhelming as to be serious. Whether the added assignments you gave would fall in this category would be impossible for me to judge.

From the facts you've given, I can't understand the administrative criticism except possibly on the quantity of

Turn to next page

homework or your judgment in selecting visiting speakers. If I were the teacher, I think I would proceed on one of the following courses:

a. Write a letter to the superintendent requesting establishment of board policy regarding visiting speakers, homework, and use of outside assistance in correcting papers.

b. Write a letter to the principal, with a copy to the superintendent, recording what was done and the teach-

er's understanding of the criticism received. I would request written confirmation of the instructions for revised practice.

This would require the administrator to be specific regarding his instructions, and to be sure that he is acting in accord with the general attitude of the governing board. Since you are permanent, your only vulnerability would develop from persistent refusal to adhere to district policy or accepted administrative policy—insubordination. ★★

When You Needed Your Movie Projector—Did It Operate?

Fifteen-point checklist helps eliminate costly repairs and keeps projectors in better condition.

By Cal Ackerman

Increasing use of film projectors in classrooms has emphasized the importance of good maintenance of equipment. In many California school districts audio-visual aids departments maintain and store equipment. County-wide service is provided in other areas. But there are many schools where teachers are constantly annoyed by failure of equipment due to improper maintenance. The Journal asked Mr. Ackerman, service manager of Photo & Sound, San Francisco, to provide a few pointers which would help keep projectors in normally good working condition. Here is his checklist:

AN ESSENTIAL POINT in movie projector upkeep is to have spare parts available. You won't need to have an extra of every major part, but you should have the following parts in reserve: Spare projection lamps, exciter lamps, pilot lamps, two or three spring belts, and at least one of each type of tube used in your equipment. All parts should be marked clearly as to machine make and model number.

Movie projectors are complicated mechanisms, but their complexity shouldn't prevent you from making minor adjustments and part replacements. Of course, if extensive repairs or servicing is required, the equipment should be placed with audio-visual service specialists.

In addition to the spare parts already mentioned, you should have the following equipment to handle your minor repair work:

1. Two or more aperture brushes
2. Box of cotton tips
3. A bottle of alcohol or carbon tetrachloride
4. Screwdriver (you will need this to remove the amplifier to get to the tubes)
5. Approximately 200 feet of film.

The film can be spliced together out

of pieces of discarded film that is still serviceable with no enlarged holes or tears. It should have enough splices in it to make certain your projector will pass a splice without difficulty. You should run the film for yourself three or four times, listening to the sound and watching the picture carefully to pick out any defects. Knowing the test film's deficiencies will help you determine if the projector is at fault when testing it for operation efficiency.

Dirt and lack of lubrication are the primary causes of wear in a projector. If equipment is kept clean and well maintained it will give satisfactory service, but because it is so often true that no one is actually made responsible for equipment maintenance, routine upkeep is frequently neglected.

Projector lubrication should be done according to the instruction manual for the particular make and model. With late model projectors it usually isn't necessary to oil parts as the newer machines have self-lubricating gears.

As a general rule the amount of use your projector receives determines how often it should be sent into a service department. Projectors used more than four hours a day should be serviced twice a year. This will keep your pro-

jectors in good condition to run for the entire school year.

If a projector is used frequently it is more than likely that parts will have to be replaced. A lot depends upon how and where a projector is operated. Machines used in a dusty room or shop will wear out faster than those operated in dust-free rooms. Dust gets into the mechanism and mixes with the oil and grease to act like a grinding compound.

A projector's inner cleanliness can be judged by noting the dirt around the film gate, sprockets, and fan housing. The internal mechanism will be approximately half as dirty.

Preventive yearly maintenance will keep your machines more serviceable and help you reduce over-all costs in operating your audio-visual department.

Below are the 15 most common projector complaints and the suggested ways to handle them in your own department.

1. Projector motor does not run, projection lamp does not light, amplifier does not operate.

Power cable not connected.

Defective power cable: If available, try cable from another piece of equipment. If permanently attached cable, try another piece of equipment or lamp in the wall socket. If the lamp lights, 90 per cent of the time the cable is bad. Check the cable plug. In most cases this is where the break will be found.

2. Projector motor does not run, lamp lights, amplifier works.

Worn or sticking motor brushes: Remove and clean, replace if necessary.

3. Motor runs, lamp lights, no sound (exciter lamp not lighted).

Exciter lamp: Projector "sound-silent" switch in the silent position. Improper exciter lamp in projector. Make certain lamp is the correct one as listed in the instruction manual. Install new lamp. Fuse in amplifier blown, replace. Amplifier power cable not making proper contact.

4. Motor runs, lamp lights, no sound (exciter lamp lighted).

Check threading of film around sound drum. Check speaker plugs for proper connection. Check tubes.

5. Excessive hum from loudspeaker. Stray light from lamp or overhead lights penetrating into photocell.

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DEMOCRACY AND THE SCHOOL

By Frederick Mayer

A STRONG conflict is being waged between those who, like Hamilton, are opposed to democracy, and those who, like Jefferson, believe in the unlimited possibilities of freedom.

We constantly hear the term "democracy in education." Is it merely a slogan or does it have an actual meaning? Does it imply equal educational opportunity for all or only for the most brilliant? What is the social function of education? These questions are pressing and of utmost importance, and they cannot be answered without an understanding of the essential meaning of democracy.

Democracy represents a living faith. It stresses the fact that every individual counts, that regardless of class, race or nationality he has inalienable rights of which he may not be deprived. These rights have been gained only after a long historical struggle and they are never completely won. They are in jeopardy especially in times of crisis and war. Thinkers like Locke, Montesquieu, and Jefferson, have contributed to the expansion of these rights. All three had a passionate faith in freedom and they believed that man could fully develop only in a free society.

Freedom at first was defined in rather narrow terms. Locke, for example, was more concerned with freedom for property holders than freedom for the common people. In colonial times only a small minority was eligible to vote. The Puritans, who made a great contribution to the expansion of democracy, believed that their opponents, especially the Catholics and Quakers, should not be tolerated. As a matter of fact, several Quakers were killed in Puritan Boston.

Protection of freedom, it should be remembered, depends not merely on legal sanctions, but on community attitudes. It implies faith in reasonableness, a willingness to tolerate various

views of life and various concepts of politics and religion.

To protect freedom, it is necessary to curb the power of the state. The experience of history indicates that whenever one organization has gained absolute dominance, it has curtailed fundamental freedoms. A pluralistic concept of society, including separation of state and church, is the best defense against totalitarianism.

In democracy, the ideal is that laws are superior to men. Laws provide for stability and for continuity in culture. Laws are in some ways the best protection against arbitrary authority. But laws are not absolutes. When they are viewed in a rigid manner, when they are enforced without vision, they become chains, and develop the frozen bureaucratic mind so prevalent in modern civilization.

While totalitarian governments depend on violent change and encourage revolutions, democratic governments depend on peaceful evolution. Legislation, elections, and education are the main forces which promote a gradual change in a democracy. The ideal is to protect both the rights of the majority and the rights of the minority. When only one party exists, the will of the people cannot be expressed.

The two great enemies of democracy have been war and economic insecurity. Wars have created an attitude of despair and chaos in which totalitarianism could flourish. Depressions likewise have weakened the hold of democracy, for in times of need the individual will listen to any demagogue and he will abandon his freedom for security. He usually finds out that once he has given up certain fundamental rights, they are not easily regained.

Democracy cannot exist without freedom of inquiry. Once we close the door to independent research and freedom of discussion, we have entered the path of totalitarianism. Since the sovereignty of the individual is the ideal of democracy and since the citizen makes the ultimate decisions, he must be informed, otherwise he will act according to prejudice and bias.

Lack of information creates a condition already envisaged by Washington. The individual will be unstable in his allegiance. Today he will favor one party; tomorrow another. In foreign policy this will mean friendship for one nation and hostility for another. Emotions and hysteria, instead of rationality, will guide the individual and the nation.

Especially important today is the need for expert leadership. Too often democracies have had too much faith in the common touch. Too often distrust has been shown towards the expert. It is true that experts without humanitarianism are of doubtful value, but the issues of the modern world are too complex to be solved by mere emotionalism.

What can educators do to strengthen democracy? How can they aid the cause of freedom? No categorical formula can be given, but certain attitudes can be created. Education itself, as Dewey points out, should represent the best aspects of democracy. This means equality of opportunity, more emphasis on student government, protection of the rights of minorities, and freedom of expression for both student and teacher. Unless democracy becomes a way of life in the schoolroom, it has little chance in the adult world.

The student in the classroom should be taught respect for all opinions of others. This does not imply that all opinions are on the same level or of equal value. Some are based on factual evidence, while others represent merely a blind faith. The student should learn how to weigh opinions, how to judge issues and then make a tentative decision. Others may disagree with him, and he should learn to protect their right to dissent.

One of the tasks of contemporary education is to develop intelligent leadership and a responsible audience. Not all can be leaders, but all can appreciate effective leadership. The schools ought to train students so that they will regard government service as an honor. Unfortunately, parents frequently maintain that politics would be the last oc-

Dr. Mayer is professor of educational philosophy at Redlands University. He is author of 15 books; the latest, History of Educational Thought, is the choice of Educational Book Club.

cupation they would recommend to their children. In this way the victory of the ignorant and the unscrupulous in political life may be brought about.

The schools should imbue students with high ideals of honor and integrity. This does not imply formal teaching about honor and integrity, but it does imply that these concepts must be part of the life of the student. For example, an honor system should be developed in the primary grades and should continue until graduate school. As long as the teacher acts as a policeman who must enforce certain standards, the schools have failed to provide higher standards of morality.

Modern life requires enormous cooperation on the part of various groups. The old type of school usually stressed competition between students, while

the new school emphasizes the spirit of cooperation. It is easy to cooperate with those who agree with us; it is much more difficult to create cooperation when fundamental differences exist. Nevertheless, education should indicate the need for harmonious mutuality even in an atmosphere of diversity.

In a world of diversity, education can point to common foundations and common needs. Those who believe there is only one path to truth and one path to peace usually succumb to the voices of fanaticism. An open society demands an open mind which recognizes the need for tolerance and compassion. Thus education becomes the best tool for survival, for it shows that the problems of the world can only be solved through understanding and insight, and not through force and violence. ★★

STATE COUNCIL OF EDUCATION

(Continued from page 7)

YOUTH ACTIVITIES

Repeating a former endorsement of the Council, a resolution prepared by the Youth Activities and Welfare committee will request the NEA Resolutions committee to support the principle in Senator Humphrey's bill calling for the creation of a Youth Conservation Corps.

The Council also approved the committee's commendation of the State Department of Education's study of the emotionally handicapped child.

SPIRITUAL VALUES

A letter addressed to the editor of *Life* magazine on behalf of the Council was submitted by the Moral and Spiritual Values committee, Chairman Lois Miller reporting. It called attention to CTA objectives in teaching moral and spiritual values as opposed to the magazine's recent reference to schools as anti-religious.

FINANCE

The Financing Public Education committee, Fred J. Clark, chairman, submitted its recommendations on legislative bills now being considered and the Council approved the positions indicated:

APPROVE AB 48, SB 48, AB 2117-8, SB 616.

DISAPPROVE AB 391, AB 1767, ACA 31, ACA 43.

SUPPORT AB 1848.

Council also approved amendment to

AB 1718 which would provide allocation of 1/6 of federal funds to capital outlay and 5/6 to districts in proportion to principal apportionments—and that new federal funds be distributed in the same proportion as present apportionments for teachers' salaries.

LEGISLATIVE

The Council approved recommendations submitted by the Legislative committee through Chairman Charles Herbst. The actions indicated below were in addition to the numerous bills listed above, which had been debated before the committee at the very late Friday night meeting.

Approve an added amendment to SB 1021 pertaining to written reasons for dismissal of probationary teachers.

Approve AB 1015, providing for mandatory appointment of school librarian.

Oppose AB 608, which would require that all junior colleges by 1964 be in separate districts, not combined in unified districts.

Oppose ACA 16 as amended (reverting to original version), eliminating constitutional provisions for free state textbooks.

Oppose SB 938, pertaining to State Employment Department placement of teachers.

Oppose AB 2001 pertaining to televised instruction without the presence of a classroom teacher.

Oppose AB 2375 relating to public employee organizations.

Rescind previous action to approve

SACRAMENTO T.A. READY TO EMPLOY SECRETARY

Following extensive preparation and discussion, Sacramento City Teachers Association's council voted March 20-61 to 4— in favor of establishing the office of Executive Secretary for SCTA. Three days later the membership confirmed the action by a vote of 1026 to 492.

On April 17 the SCTA council proposed to vote on bylaw amendments to provide terms of a proposed contract of employment, to raise local dues to \$18 a year after November 1, and to provide for possible assessments.

A screening committee headed by President Merle Chadbourne and Vice President John F. Davis, Jr., will advertise qualifications for the position and will meet candidates at the NEA convention this summer.

AB 22 pertaining to use of school property.

Approve AB 1671, relating to employment in State College system of retired teachers over the age of 70.

OTHER ACTIONS

The Council heard greetings extended at the opening session Friday morning by Wallace Hall, deputy superintendent of public instruction; Mrs. C. H. Culbertson, president of the California Congress of Parents and Teachers; and Kenneth Haussler, president of the California School Boards Association.

President John H. Palmer, completing his year as chairman of CTA's board of directors, delivered an address entitled "Let's face issues." He repeated the point that "our most pressing problem is communications," pointed out that an important function of Council members is to describe CTA programs, solicit ideas, and get feedback. He expressed the belief that coordination of effort by affiliates and departments would be expedited through better communication.

The Council moved a vote of appreciation to Robert E. McKay for his services to the Association and wished him a speedy recovery.

Adjournment was ordered by President Carter in respect to the memory of Marvel L. Fisher, who died recently after five and a half years of service on the CTA Personnel Standards Commission.

J. W. McK. ★★



This is the most important seat in the country

Tom here, is discovering the atom.

But the most exciting discovery in the classroom could well be Tom himself.

For he's the owner of a bright, inquiring mind—and possible seeds of greatness.

His and other keen minds should be given the chance to develop their capabilities to the fullest... for the nation's very existence depends on their growth.

Today, industry is uniting with education to help provide this chance. For its part, Standard is investing \$1,300,000 this year in scholarships, fellowships, research grants, direct aid to colleges and universities... teaching aids, educational broadcasts.

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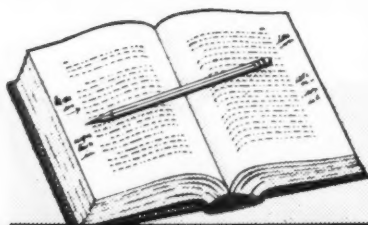
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Notes in the Margin

"Merit Rating" or Effective Personnel Policies is the title of the report of the third annual Workshop on Merit Rating in Teachers' Salary Schedules, recently published by Syracuse University Press. Editor is Virgil M. Rogers,



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dean of the school of education and workshop director. Chapter headings include: The Problem Stated, Why Some School Boards Are Exploring Merit Rating, The Power of Good Personnel Policies in the Improvement of Teachers, The Layman Examines Merit Rating, and Excerpts from National Conference Reports. \$1.75.

Compensation on the Campus, a 536-page book from the Association for Higher Education, is devoted to case studies of faculty compensation practices in some of those colleges and universities which have made significant advance in such compensation in recent years. Schools in the study include San Francisco State, Stanford, and University of Oregon. \$3.

Another NEA publication, *Professional Salaries for Professional Teachers*, cites low salaries as a principal cause of teacher shortage, and explores the cost of dealing with the situation. Current teacher salaries add up to \$8.2 billion a year. Four years hence, maintaining only status quo and making no change in pupil-teacher ratio, the figure will be \$11.6 billion. If salaries rise toward professional goals, and in addition, pupil-teacher ratio is reduced, total would be \$21.1 billion. Published by NEA Committee on Education Finance, 1201-16th Street, N.W., Washington 6, D.C. Copies available at ten for \$1.

From the same NEA Committee comes a study of *Nine State Taxes—Rates and Collections*, replacing the earlier report on *Seven State Taxes*. The new report was prepared by Victor O. Hornbostel, assistant director, NEA Research, and Chong Park, research assistant. Single copy 50c, with quantity discount available.

Two other NEA publications of interest:—*Knowing and Teaching the Migrant Child*, published by the Department of Rural Education, outlining the problems encountered by those who teach migrant children, and the ways and means by which they may better reach these pupils. 147 pages, \$3.50.

The Gifted

—*Guidance for the Academically Talented Student*, describes the program in which NEA's Project on the Academically Talented Student and the American Personnel and Guidance Association join forces to search public schools for academically talented students and assure them an opportunity to develop their potential. 144 pages, \$1.

Educational Programs for Gifted Pupils are outlined in a report to the California Legislature by the California State Department of Education. This is the final report of a study begun in September 1957 and concluded in June 1960.

New Approaches to the Education of the Gifted provides both a review of research in this field and a discussion of new approaches. Cyril William Woolcock, author, is principal of Hunter College high school for the intellectually gifted in New York City, and is also currently special consultant on the gifted to New York State Commissioner of Education. Silver Burdett Company, Morristown, New Jersey, is publisher. 112 pages, \$2.

Recommendations on Public School Support, published by the California State Department of Education, is a report to the California Legislature, prepared pursuant to Section 134 of Chapter 1251, Statutes of 1959. The Report contains recommendations to improve the structure of public school support, recom-

mendations for adequate support, evaluation and justification for recommended support, operation of state support, and data relative to the support of the public school system.

A study of the training of electronics and chemical technicians, with special emphasis on critical mathematics and science requirements is contained in California State Department of Education bulletin *Mathematics and Science Competencies for Technicians* (Vol. XXIX, No. 12). The bulletin was prepared by Lawrence H. Stewart, associate professor of education, U.C., with Arthur D. Workman, research assistant, U.C.

Study guides for materials presented through various types of mass media have been provided recently in a monthly publication issued by the National Council of Teachers of English (NCTE), called *Studies in the Mass Media*. Editions to date have covered certain motion pictures, television presentations and recordings. Latest one is devoted to newspapers and magazines: *Time*, *Life*, *Saturday Evening Post*, *Harper's*, *Reader's Digest*, *Sports Illustrated*, and the *New York Times*. Subscription is \$2 a year, from NCTE, 508 S. 6th St., Champaign, Illinois.

A nineteen-item bibliography of "Team Teaching," with all but two of the references being to reports made in 1960, has been compiled by CTA Research Librarian Mrs. Anne Protopopoff. Copies are available on request from CTA Research Information Center.

Electronic Teaching

Sound Language Teaching: The State of the Art Today is a basic handbook explaining the use of the electronic classroom for modern language teaching. Authors James S. Holton, Paul E. King, Gustave Mathieu and Karl S. Pond are all specialists in the teaching of languages through the use of electronic equipment. Published by University Publishers Inc., 59 E. 54th St., New York City 22. \$5.50.

Bureau of Publications, Teachers College, Columbia University, has reprinted *Automation in Education from the Teachers College Record*. Descriptive sub-title is *Machines and Men as Teachers and Learners*. Eugene Galanter, Ernst Z. Rothkopf and Laurence Siegel are the contributors. 50c.

Rheem Califone Corporation, Los Angeles, one of the larger manufacturers of language laboratories and other automated teaching equipment, has begun publication of a quarterly called *Automated Teaching Bulletin*. It is intended as a forum for those interested in forwarding automation in education, and its editors promise consideration of all manuscripts sent in. Material, or requests for copies of the bulletin, should be sent to the Editor, 1020 North La Brea Avenue, Los Angeles 38.

Teachers Abroad

Teacher Exchange Opportunities, issued by U. S. Dept. of Health, Education and Welfare, describes the teacher exchange program, basic requirements for making application, facts concerning awards, and when and where to apply. Now is the time to start thinking about summer 1962, since applications generally close in October. Booklet or information can be obtained by writing Teacher Exchange Section, Educational Exchange and Training Branch, Division of International Education, Office of Education, U. S. Department of Health, Education and Welfare, Washington 25, D.C.

Turn to page 36

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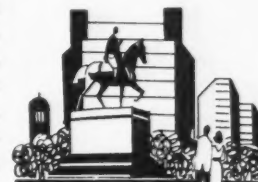


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For the vacationing teacher, there is *Camping and Motoring through Europe*, by Paul and Grace Witte, the story of this American couple's trip through Europe by station wagon and tent. 432 pages, \$4.50. Publisher is Amity Tours Associates, Box 74, Glenolden, Penna.

Britain: An Official Handbook 1961 is available through British Information Services, 45 Rockefeller Plaza, New York 20. Clothbound, \$4.70, paper, \$2.55 postpaid.

Young People's Literature

Teenagers Who Made History, by Russell Freedman, sets forth youthful accomplishments of now-famous people in a series of dramatic episodes. Arturo Toscanini, Louis Braille and Wernher von Braun are among those the book covers. Publisher is Holiday House, New York. 269 pages, \$3.50.

Two Sunset Junior Books from Lane Book Company, Menlo Park, are:

—*Western Butterflies*, by Arthur C. Smith, beautifully illustrated in color. 59 pages, \$2.95.

—*Aluminum*, by Bart Benedict, story of this metal fascinatingly told, for nine- to twelve-year-olds. 65 pages, \$2.95.

Wonder Books, a publishing firm in New York City, is a source of well-produced, inexpensive books of varying types. The company's "Easy Readers" are priced at 59c each, are hardcover, and manage to be entertaining and yet provide vocabulary drill. First two titles are *Hurry Up, Slowpoke*, and *Mr. Pine's Mixed-Up Signs*. The How and Why Wonder Books are large-page format, soft-cover, and contain titles such as *The Civil War* and *The Human Body*. 50c each. V.L.T.

BOOK REVIEWS

THE GENERAL EDUCATION CLASS IN THE SECONDARY SCHOOL, by Louise E. Hock and Thomas J. Hill; Holt, Rinehart and Winston, Inc., New York, 232 pp. 1960. \$4.

If you favor the core class, block-time, common learnings, life problems approach, then this book is IT—a cornucopia of examples and ideas, a sourcebook of case studies, an anthology of classroom success stories. It delineates the "general education class," defining it as "that block of time in the school day in which those needs, problems, and concerns of our adolescents and society that are common to all individuals are directly dealt with through a process of cooperative pupil-teacher planning without regard to the usual subject-discipline lines."

The enthusiast will particularly relish the impressive research findings which buttress the claims of G.E. practitioners that their method educates as well as or better than does the conventional curriculum.

But if you have the "conscience of a conservative" about the curriculum, you will decry the authors' attitude toward academic disciplines and subjects; you will disapprove the terminology of "cutting across subject lines," "the problem-solving approach," "persistent life situations"; you will question implementing via pupil-chosen, pupil-directed units on Personal Living, Problems of Living in an Urban Society, Problems of Producer-Con-

sumer Economics. If you are part of the "conservative revolution" allegedly going on in California education, you will point out that this type of curriculum has been talked of and written about for over a quarter of a century but still has only a miniscule following, so can't be much good. You may assert that what seems successful in laboratory and demonstration schools may not work with the average schoolhouse clientele.

It's all in your point of view. Take your choice. But whatever side you're on, this book is worth your thoughtful perusal.

—TED GORDON,
Los Angeles City Schools.

EDUCATION FOR THE EMERGING AGE, by Theodore Brameld. Harper and Brothers, New York. 244 + xii pages. \$5.

Theodore Brameld's most recent book is divided into a Prelude and four parts. Part One is entitled "Philosophic Foundations of Education: Toward Reconstruction"; Part Two, "Anthropology, Philosophy, and Education: A Needed Partnership"; Part Three, "Controversial Issues in Education"; and Part Four, "Education for Cultural Renaissance." The appendix contains two of Brameld's reviews of works by Hyman G. Rickover and Lawrence K. Frank.

Brameld is well known from his previous writings and speeches as an educator who regards the principal imperative confronting American education as that of transforming the schools into powerful institutions of cultural change "toward the goal of a planet-wide democratic order." The reader will ac-

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cept or reject his basic contention largely on the basis of whether he believes that "planet-wide democratic order" (in Brameld's sense) is desirable or not. The following few statements seem especially debatable:

"Frequently he [Conant] offers assertions that are rhetorically pleasant to read but lack, as essentialist pronouncements often do, any kind of clear cultural context." (pp. 61-62)

"His [Hutchins'] quest for certainty is seldom in the direction of a universal or substantial goal." (p. 43)

"Atomic Energy—The Supreme Challenge (sic) to Education" (Title of Chapter 17).

"The whole of human history may, in fact, be interpreted as a conflict between those contracting forces that would refuse plain happiness to the masses of mankind and those expanding forces that would increase the chances of happiness." (p. 223)

This latter quotation may very well serve as a manifestation of the kind of philosophy of history on which a good deal of Brameld's polemic rests. It leads him to the conclusion that "for the most part, whatever success ordinary men achieved in winning larger stakes in the opportunities of nature and society resulted from exertion of their own powers in the face of those who, whenever possible, deprived them of these opportunities." This interpretation of history is certainly a gross oversimplification. The same kind of approach is again evident on page 227 when Brameld pauses to throw a few bricks at "contemporary medievalists." Anyone who likes to be provoked, and frequently to a state of exasperation, will find Theodore Brameld's *Education for the Emerging Age* much to his taste.

—DAVID GREENWOOD
UCLA

STUDENT PERSONNEL SERVICES IN COLLEGE AND UNIVERSITIES by E. G. Williamson. McGraw-Hill & Co., New York, 1961.

In 1951 Wrenn at the University of Minnesota brought out a guide with a title identical to that above, except that his had the word "work" instead of "services." Perhaps this epitomizes what has happened in the last decade. Those who are familiar with Wrenn's book will want to bring themselves up to date with this comprehensive overview. Those unfamiliar with Wrenn will find this an excellent introduction to a field which will have even greater responsibilities in the next decade.

—STEPHEN CLARK,
CTA Research Associate.

CHARLES BOB SIMPSON, new executive secretary of the San Diego Teachers Association, has produced a 26-page mimeographed report of a "grass roots project" entitled "Charting our goals." Discussion groups will think about action programs for the years ahead. Entire membership of 3,850 is expected to participate.

A LITERARY MAP of California (22x34 inches, litho, 3 colors) has been produced by Central California Council of Teachers of English. Orders to CCCTE (\$1.75 each) may be addressed to Thelma Gentry, 1918 Lakeshore, Oakland 6.

TAXES ARE GOOD is title of a 16-page booklet published by NEA Committee on Educational Finance. Ten for \$1.50 from NEA.

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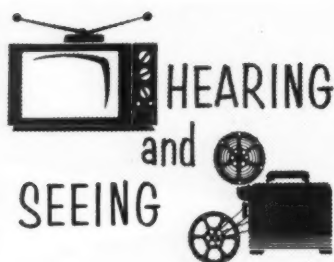
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...news of film and television

TECHNOLOGY, television and team teaching were the highlights of the 1961 DAVI convention held in Miami Beach, Florida, April 24 through 28. About 3,000 a/v specialists, ad-

ministrators and classroom teachers attended the NEA's DAVI meeting, and visited one of the largest exhibits ever assembled for a meeting of this kind.

The NAVA meeting will be held in Chicago July 22 through 25, and expects a record attendance of 3500 educators, a/v businessmen and industrial training directors.

NDEA

A total of \$7,330,945 has thus far been spent or obligated to carry out the purposes of Title VII, NDEA, according to a report issued by

Dr. C. Walter Stone, director of the educational media branch. One hundred and thirty-nine research grants-in-aid have been awarded, and 70 contracts negotiated for the conduct of dissemination activities.

Among new research proposals approved is an experimental investigation at U.C.L.A. of the instructional and administrative efficiency of the various observational techniques in introductory courses in education.

Dissemination contracts include:

—Regional Research Conferences on new educational media. (Sacramento State College)

—Small group meetings to answer questions in the eight national problem areas of educational TV. (Stanford)

—Survey of the needs of education for television allocation. (NEA)

—Regional Leadership Conferences to explore ways and means of disseminating information concerning new educational media. (NEA. Western meeting to be held in Phoenix, Arizona.)

—Study of technological development and the teaching profession, with particular reference to new educational media. (NEA)

PUBLICATION

Curriculum Materials Center, P.O. Box 488, Tujunga, offers teachers a handy clearing-house for ideas on visual materials in its *Teacher Visual News*, a four-page quarterly, obtainable at no cost. Write CMC to get on the list.

ETV

A new service for communities planning ETV stations was established last February when National Television and Radio Center (NETRC) opened a Washington office headed by David C. Stewart, former executive director of the Joint Council on Educational Television. JCET, which has been reconstituted as the Joint Council on Educational Broadcasting (JCEB) will concern itself with the formulation of policy on matters affecting the use of radio and television in education. Most of the staff functions formerly undertaken by JCET will be assumed by the new NETRC office, and by NAEB, which headquarters in Washington.

The International Documents Service of Columbia University Press, N.Y., has just issued *Television Teaching Today*, a UNESCO publication written by Henry R. Cassirer. By far the larger part of the book (pp. 15-179) is devoted to a general description of what is being done in the United States, including projects such as "Continental Classroom," the pioneer closed-circuit project at Hagerstown, and the ten-year-old program in Philadelphia schools. Canada, France, Italy, Japan, U.S.S.R. and the United Kingdom are also included, with individual coverage ranging from sixteen pages to a minimum of five. The book is paperback, and one could wish a better job had been done in the manufacture: 257 pp., \$3.

A new \$24,500 television tape recorder for closed-circuit application in the educational field is being offered by Ampex Corporation, of Redwood City. Full information on the recorder, called the VR-8000, can be obtained from the manufacturer.

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The American Seating Electronic Learning Center* represents the newest and best approach to the teaching of subjects that must be spoken and heard to be learned. It puts at the command of one teacher a system that has 19 different lesson sources, to give students the benefit of individual, full-time instruction in foreign languages, speech therapy,

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April 17 over KPIX in the San Francisco area, dealing with the problems of independent business. Members of the U. C. School of Business Administration conduct the series, and viewers who register and submit answer cards will receive a certificate of participation from U. C. Extension.

Henry Cabot Lodge, former Ambassador to the UN, and now international chairman of the Institute of International Education, will tour Kenya, the U.A.R., and Tunisia this month for the Institute, and will also make a special report on international education for a CBS Reports program. The Institute of International Education is a private, non-profit organization which administers exchange programs between the U. S. and 82 other countries, and serves as a clearing-house for information on such programs. As the oldest and largest organization of its kind, it last year brought 3500 students to the U. S., and sent 1500 American students abroad.

Expedition!, the ABC program, has received the 1960 Thomas Alva Edison Foundation National Mass Media Award. This Award was established in 1955 to encourage more wholesome influence for youth in mass media. Another Edison award, as well as an award from American Heritage Foundation, was presented to NBC for outstanding coverage of the 1960 national political conventions. Another NBC program, the Huntley-Brinkley Report, has received the 1961 National Headliners Club Award for consistently outstanding news presentation.

FILM LISTINGS

EDUCATION IS EVERYBODY'S BUSINESS, 16 mm, color & sound. Shows changes in America's social and economic life since 1900. Role of higher education is emphasized. Free-loan from Association Films, 799 Stevenson St., San Francisco.

LANGUAGE IN ACTION, film series providing introduction to science of general semantics and explanation of fundamental processes of human communication. Featuring Dr. S. I. Hayakawa.

THE QUILL, series designed to promote clear, concise and effective writing techniques.

LANGUAGE AND LINGUISTICS, series which covers the nature, structure and development of language.

TALKING SENSE, series on ways to improve talking-listening-thinking activities for better communication.

The above four film series may be purchased or rented. Information may be obtained by writing NET Film Service, Indiana University, Bloomington, Indiana, and asking about the four film series covering problems of communication, or by specific titles.

THE FILM AND YOU (USING THE CLASSROOM FILM), 13 minutes, black and white, or color. Shows how the motion picture plays a role in the classroom. Information from Bailey Films, 6509 De Longpre Avenue, Hollywood 28.

FILMS FOR ADVANCED ALGEBRA. A series of 20 motion pictures, for use in high schools. Information from Modern Learning Aids, 3 E. 54th St., New York 22.

OUR STAR. 12½ minutes, sound and color. A study and discussion of the sun. Avis Films, P.O. Box 643, Burbank.

ELEMENTARY SCIENCE SERIES. New color filmstrips for grades 4-8. Single titles:

Light and Color, Exploring Sound, What Are Stars?, Prehistoric Animals, Our Body Fights Disease and Atoms and Molecules. Photo & Sound, 116 Natoma St., San Francisco 5, or 5525 Sunset Blvd., Hollywood 28.

LIVING SCIENCE SERIES. Elementary through junior high. Individual titles: *Ocean of Air, Finding Out About Rocks, Gravity, the Mighty Pull, Light and Its Story, Measuring and Testing Things, Planets Around Our Sun, The Milky Way, Rockets and Satellites, Way Stations in Space, Weather Scientists, Story of Heat, Story*

of Magnetism, Soil and Life, Particles of Matter, and Controlling Atomic Energy. United World Films, 1445 Park Avenue, New York 29.

NEW PUBLICATIONS OF OFFICE OF EDUCATION

—*Approval and Accreditation of Public Schools*, responsibilities and services of state departments of education. OE-20013, Misc. No. 36. 40c.

—*Technology in the Classroom Challenges to the School Administrator*, (reprint from *School Life*, March, May 1960). OE-34004. Unpriced.

Three R's Packed in Box Lunches



Here's an idea based on an article by Mary S. Arnold, Supervising Teacher, Metcalf School, Illinois State Normal University. From Illinois Education magazine.

Children love to eat, and will learn many things in their enjoyment of preparing food for a picnic. For a number of years, with help of home economist and other teachers, food preparation has been used to step up interest in the three R's and other subjects for 3rd graders in our Metcalf School with kitchen and workrooms.

If a school has not kitchen or workrooms, much of same procedure could be followed in homes or with junior or high facilities.

Box lunches prepared by children as central activity involved class work in arithmetic, spelling,

reading, writing. Art, music and physical education helped as related activities. Nutrition was learned by reading about "the 4-basics" as well as preparing them. Choices grew from desire to have something hearty, crisp, toothsome, drinkable—and something for a surprise.

Pamphlets on food and encyclopaedia were studied. Where do foods grow? How transported, preserved—what causes spoilage? Arithmetic was used in measuring. Spelling in describing meals. Writing and art in describing box lunch project. Also in designing the boxes and the invitations to special guests day of picnic.

Bad weather, picnic is held indoors. Music and physical education—the entertainment.



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Pupils at a special summer class for rapid learners in Chico examine a magnified view of crystals of rock candy. This display was prepared as a research project by one of the students. It illustrates the enrichment tips for teachers listed in the article below.

Enrichment Tips for Teachers

By Robert F. Biehler

AT TIMES it seems appropriate to paraphrase that old cliché about the weather when discussions of how to handle the bright child in an elementary classroom develop. "Everybody talks about enrichment, but nobody does anything about it" is too often an accurate reflection of the truth.

One of the major reasons for this situation seems to stem from the pressure of the normal teaching routine. Even if a teacher wants to do a careful, well-planned job of enrichment, the demands of 30 to 40 pupils make it impossible.

Two groups of teachers *did* have time to think—and do something—about enrichment. These teachers were members of a workshop in teaching the rapid learner in the elementary school which is offered each year at the Chico State College summer session.

The distinguishing feature of the workshop is the opportunity afforded the participants to work with small groups of bright fifth and sixth graders.

Dr. Biehler is an associate professor of psychology at Chico State College.

The schedule for the workshop members allows approximately one hour each day for general discussions relating to techniques for teaching the rapid learner. The next hour is devoted to tutorial sessions with from two to four gifted pupils attending a special summer class. The remainder of the school day is utilized by workshop members in working on plans and materials for use in teaching the above-average pupils in their own regular-session classes.

In the tutorial sessions, the workshop teachers assist the special class pupils in the preparation of individual research projects. The project is the major responsibility of each child, and is intended to serve as a device for stressing independent research skills and study techniques. At the same time, it is one of the most basic methods of enrichment. Enrichment can take many forms, but most of these involve a variation on one basic technique; giving some sort of individualized assignment to a rapid learner once he has completed the required work in some subject in less than the allotted time. In working with bright students on their relatively elaborate summer school projects, the

workshop teachers came to some conclusions and developed some techniques which apply to the average classroom situation as well. These can be summarized as follows:

1. Whenever possible, give the child several suggestions for enrichment. If you can, propose four or five possible topics related to regular class work. Most elementary school pupils need a stimulus in the form of a specific suggestion. If you offer only one possibility, it might not appeal to the child. However, some pupils respond with enthusiasm to the simple suggestion that they look for the answer to some question,

or find out about something in which they have an interest.

2. Try to avoid elaborate projects requiring large blocks of time, especially at first. A difficult problem may force too many demands on the child and lead to discouragement and disenchantment. A series of quite simple problems may be preferable to an elaborate project.

3. Give the pupil continuous attention and guidance as he works. Don't expect him to carry it through on his own. In all probability, he will want and need advice, criticism, and encouragement at all stages of his study. (A major conclusion of the workshop discussions was that the above-average child is disappointingly "average" when it comes to buckling down to a challenging intellectual task. The bright child's capacity for intensive intellectual effort does not match his intellectual capacity per se.)

4. Exert subtle, but definite, pressure for superior work. Many bright students have found learning so easy they have little mental discipline, and woefully inadequate standards. Unless they are supervised, this will be reflected in slap-dash products of inferior quality. Try to convey the feeling that you want more than an ordinary job. If possible, stress the scientific approach by requiring bibliographic references or the equivalent. Make the child support what he says with evidence. However, be cautious in exerting pressure to avoid the danger of resentment. Try to make it a game, if you can. Challenge the child to be proud and confident of what he does.

5. In providing guidance, be as specific as you can in suggesting sources and techniques. Probably the biggest stumbling block in classroom enrichment is finding sources of information at the appropriate level of difficulty. If you, one of your pupils, or one of your colleagues, discover an especially good book or article on some subject, make a note of it on a file card. (Don't trust your memory.) Without some such resource file, it may be next to impossible to provide the book or reference a child needs at the right moment. Very often such a personal file means more than a library catalog or an encyclopedia index.

6. One technique for putting most of these suggestions into practice is to develop your own enrichment "laboratory." This might consist of a series of cards or pages, each containing a spe-

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cific project or study idea. The form developed by the workshop members has a heading at the top of the page giving the general area of study. Then, some brief suggestions as to how to proceed are listed. Whenever possible this is followed by a list of books, articles and/or materials which can be used in carrying out the project.

Members of the two workshops which have been offered to date collaborated on developing a series of such ideas. These were derived from their own experience, from books, journal articles, and by requesting suggestions for tested "recipes" from fellow teachers. In two summers, over 250 such projects were prepared. For your classroom, you might develop such a laboratory of your own and supplement it by trading ideas with colleagues. In such a manner you might find that you are actually able to do something more than just talk about enrichment in the regular classroom. ★★

HOW TO MAINTAIN A MOVIE PROJECTOR

(Continued from page 28)

Turn off lights. Close projector door. Defective tube or tubes.

6. Inadequate volume.

Defective amplifier tube(s). Dirty or defective exciter lamp. Seating or exciter lamp in socket not tight. Low line voltage. If low volume is common to your equipment, call the electric utility. The company serviceman will check voltage and if it is low he will correct it.

Dirt or oil partly obstructing sound optical system. Clean with cotton tip and a little lens cleaning fluid. Rub lightly, with little force; do not disturb the setting of the sound optical system.

Poorly recorded sound track. Check projector with a known good film.

7. Tone unsatisfactory.

Adjust tone control. Defective amplifier tube(s). Film sound track may be at fault. Check with known good film. *Poor acoustic conditions of room.* Attenuate lows to help cut down reverberation.

8. Ringing noises from loudspeaker when volume control is set at high level.

Replace exciter lamp. Replace input tube.

9. Amplifier fuse blows.

Replace fuse with size recommended.

Do not replace with higher value than recommended. Check tubes.

10. Distorted sound.

Improper exciter lamp in projector. Make certain the lamp is the correct one. Check tubes. Check threading of film around sound drum. Film sound track may be bad. Check with a known good film.

11. Sound is wavy (wow).

Improper threading. Dirt on sound drum and/or rollers around sound-head assembly. Check for binding sound drum or rollers in soundhead assembly. *Overwidth film.* Check with known good film.

12. Popping noise from speaker when operating with film.

Dirt on back edge of sound drum. Clean with cotton tip lightly dipped in carbon tet or alcohol. *Poor sound track on film.* Check with known good film. *Dirty sound track.* Clean film.

13. Picture does not focus properly.

Check lens for broken element. Check for condensation of moisture on rear element of lens. Hold lens over lighted projector lamp until moisture disappears. Check projection lamp for proper installation. Film gate not closed all the way.

14. Film scratched.

Dirt or emulsion on aperture and/or pressure plate. Clean, using aperture brush and cotton tip with alcohol. Do not stick anything through aperture opening towards the lamp; you may bend and damage some internal projector part. *Dirt or emulsion on film shoes, sprockets, or film rollers.* Clean as above.

Sticking or binding film rollers. Remove rollers and clean shaft with alcohol and rag. *Nicks and scratches on contact surfaces of film path, film rails, rollers, sound drum, pressure plate, sprockets or film shoes.* Rub part with crocus cloth. If nick or scratch is deep, part needs replacing.

15. Film tears or damages splices.

Dirt or emulsion on aperture and/or pressure plate. Clean as above. *Enlarged splices. Damaged perforation.* "Green film" (new film) will bind in the projector sometimes and should be waxed. Projector left in rewind position when showing picture. ★★



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Born in Crescent City, Miss Maxwell passed the county board examination for her credential after graduating from high school. Her long teaching career began in July, 1909. Because of the rainy season, children attended school in the summer and took an extended vacation around Christmas time.

Her one-room school had a wood stove, primitive plumbing out back, and 20 pupils of all ages. Her salary was \$50 a month for nine months. Her duties included sweeping the school and shooing mice out of the closet.

She taught various grades until 11 years ago, when she became administrative assistant at Crescent Elk school, where she has also served as acting principal.

Undaunted by 52 years of squirming grade-school boys and girls, the handsome white-haired woman has seen the district grow from less than 200 pupils to the present 1860; from two teachers to 70. When the district completed a new school in 1957, the community named it the Bess Maxwell School.

CTA HEADQUARTERS LAUDED IN PG&E PUBLICATION

March issue of *PG&E Progress*, 8-page monthly industrial publication received by 2,400,000 power and gas users of northern California, contained a one-page article about the CTA headquarters in Burlingame. The story, "Where the Tree of Knowledge is Nurtured," an excellent thumb-nail sketch of the Association and its offices, was written by Lawrence R. McDonnell, *Progress* editor. It included two good exterior photographs.

"INVESTMENT IN FREEDOM," a 16 mm., 15 min., color film with sound, is now available to local associations from CTA Radio-TV Dept., Burlingame; CTA Northern Section, Sacramento; or CTA Southern Section, Los Angeles. This animated cartoon, with filmed versions of actual classroom scenes, tells the story of federal support for schools. It was produced cooperatively by CTA and NEA.

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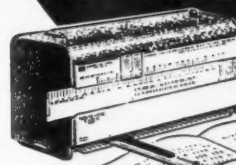
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editorial postscript

A COMPUTER, the dictionary tells us, is a calculator. It could be human, but we have come to accept the word computer as a gadget with flashing lights and electronic dials. We expect it to add and subtract, to do our bookkeeping, and even to unscramble the math for our adventures in space. But we now learn that computers can write verse, compose music, translate languages, dream up film plots and beat us at chess.

Most appalling of all is the assurance from our scientific robot builders that these machines store up their knowledge. A man in Virginia is building a "thinking machine" which gets its direction from reward and punishment signals and it responds to its previous "learnings."

At what point does the tool become the master? When will we have a machine which operates without being told how? And how dangerous will it be when it learns how to flick the switch which gives it energizing life?

History records that men would not believe their eyes when wagons moved without horses and boats sailed without canvas. Can we afford to disbelieve the adaptability of electricity or the power of the atom?

We can't teach the efficiency of horse and buggy in transportation when the jet transport overhead drowns out our voices. We can't afford to expound on bow and arrow as defensive weapons when cold war diplomacy uses atomic warheads as pawns in a frightening game.

Education isn't geared to the switch and the slate, nor is it ready to synchronize with the electronic computer. The teacher, to avoid the sins of anachronism, must neither practice the methods and techniques of an outmoded past nor isolate himself from the dramatic and challenging vistas of new knowledge.

It is as unthinkable to relegate to machines the storing and dissemination of all knowledge as it is to ignore the impact of electronic computers on our times. Education through all ages has saved man from ignorance; it will save him too from abdication to the monstrosity of a "thinking machine."

"It is most urgent that the American educational system tackle in earnest the task of teaching American youth to confront the reality of totalitarianism in its toughest, most militant form, which is Communism, with the facts and values of our American heritage."—President John F. Kennedy.

USING THIS QUOTATION as a rallying call and "Education and Freedom in a World of Conflict" as a theme, the Institute for American Strategy held a three-day conference in Chicago last month. Prominent among speakers and advisory members were many educators of eminent rank.

One of the objectives of the conference was stated in this question: "How can we provide the citizens and statesmen of 1975—now in our schools—with an accurate and meaningful understanding of the nature of Communism and its challenge to America and freedom?"

An increasing number of patriotic organizations and broad-minded individuals have urged teaching about Communism in the schools. Few have suggested solution of the problem of who should choose the teachers and

Moving This Summer?

PLEASE HELP your association keep its membership lists up to date. In the past, changes of address in the Fall have meant that many CTA members did not receive their September *CTA Journal*. We want you to receive your magazine—but we must have your correct address.

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who should design the course of study.

Given the opportunity, there are many who would be self-appointed choosers and designers.

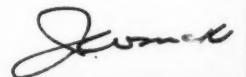
The extreme right (John Birch Society and what's left of the McCarthyites) and the extreme left (Communist party under an assortment of names connoting colors other than red) would leave the ponderous middle far behind in the race to present the Soviet doctrine in their own clearly-defined terms. To avoid encirclement and engulfment, American teachers must be the first to see and tackle out the end-runners. And lest they forget the purpose of the game, they must move steadily down the middle of the field toward the goal. If this metaphor is sufficiently confusing, let's face it: the times in which we live are confusing, too.

WORLD HEALTH DAY last month provided a springboard for a plunge into the statistics of death from accident. In 1959 in the U. S. 92,080 were killed in accidents, fourth only to heart disease, cancer, and vascular lesions. Most accidents are the result of unnecessary risks taken either because of faulty judgment, poor physical fitness, or ignorance. Education is the best vaccine against the murderous affliction we call accident. The work of teachers in promoting safety education through their professional associations is added guarantee that we live longer if we are wary.

PAGES OF THIS ISSUE suggest some of the problems before us: organization of the school and administration of the district, the welfare of the teacher, curriculum and the weight of subject matter, growth and its financial load, education's recognition of social pressures.

But there is one subject—recreation—which brushes aside others as the school year closes. If learning to play is an essential of good health, we should give more attention to conservation of human resources.

Conservation—human, economic, natural—is, in itself, one of the most pressing issues of our time. If readers agree—and will offer subject and treatment ideas—we may give conservation more attention in future issues of the *Journal*. *Be careful and be healthy this summer!*



CTA Journal, May 1961



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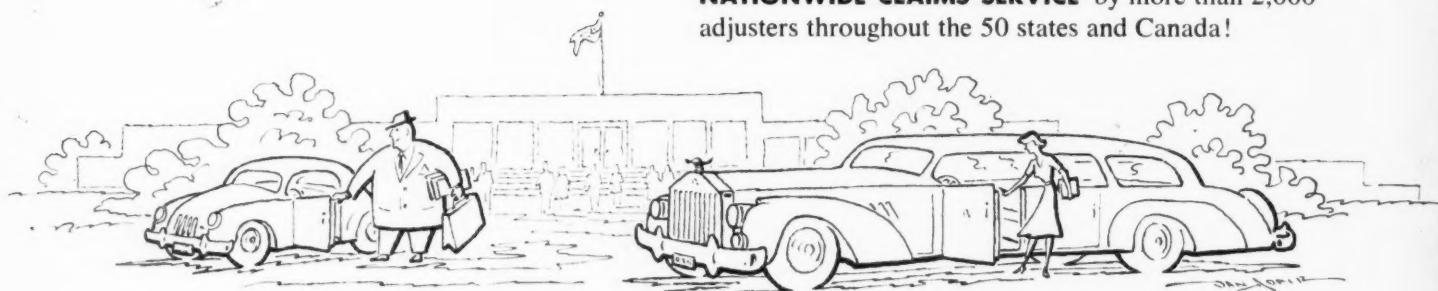
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